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ABSTRACT

The career development component is one of three instructional components of the Research for Better Schools' career education program and is composed of seven items. The general information handbook provides an overview of the organization and implementation of the career development component, with particular attention to issues that confront the school administration and the resource coordinators in the introduction of the component into the school. The remaining six items are training guides for resource coordinators which discuss the basic steps in implementing the instructional activities of the career development component: (1) identification and recruitment of community resources; (2) organizing information about community resources: resource site analysis; (3) organizing community resources for career exploration: clustering; (4) developing instructional programs for career exploration; (5) developing instructional programs for career specialization; and (6) training community resource site staff. (LRA)

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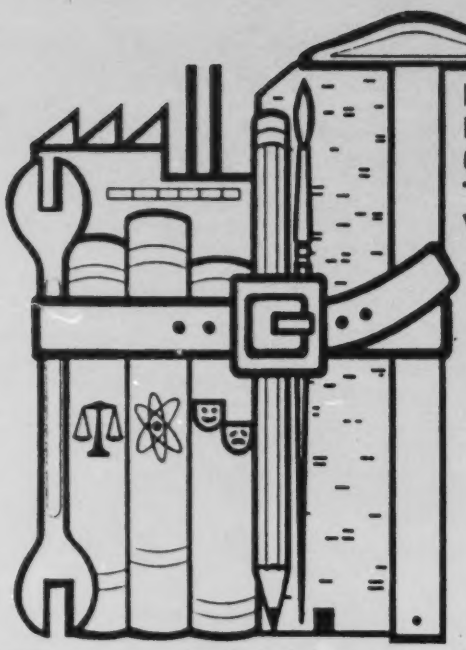

EDUCATION
IS
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Research for Better Schools Career Education

Career Development

CE 023 064

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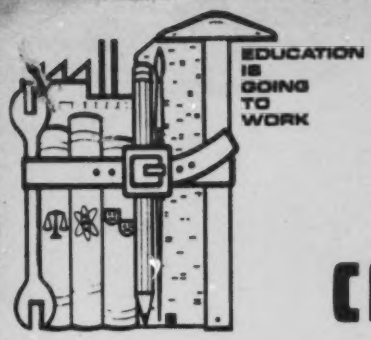


CAREER DEVELOPMENT

RBS CAREER EDUCATION is one approach to Experience-Based Career Education (EBCE), a concept involving the use of personnel and facilities outside the school in the development and operation of student programs. In the RBS approach, the community and the school work together to implement a secondary career education program and to organize a cooperative relationship for continuing development and extension of the program.

The CAREER DEVELOPMENT component of RBS CAREER EDUCATION provides for the improvement of student career development through experiential learning activities throughout the community. The implementation of this component results in the establishment of a cooperative school-community relationship to identify and recruit resources for these activities, to develop specific instructional programs for students, and to supervise the operation and continuing development of these programs.

The CAREER DEVELOPMENT materials in the RBS CAREER EDUCATION LIBRARY describe the procedures for organizing and operating these experiential learning opportunities and for in-servicing community participants for program operations and on-going development. These materials include:

GENERAL INFORMATION HANDBOOK

IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES

ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: *RESOURCE SITE ANALYSIS*

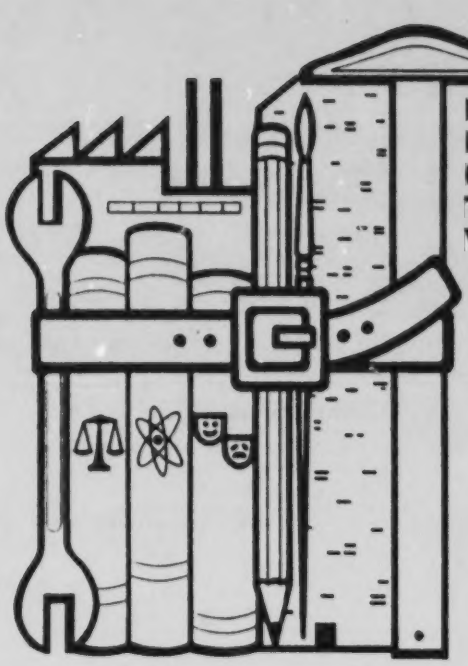
ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: *CLUSTERING*

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION

TRAINING COMMUNITY RESOURCE SITE STAFF

Information is also included on ordering additional copies of CAREER DEVELOPMENT materials and forms.



CAREER DEVELOPMENT COMPONENT:
GENERAL INFORMATION HANDBOOK

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. The GENERAL INFORMATION HANDBOOK is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES

ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: RESOURCE SITE ANALYSIS

ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION

TRAINING COMMUNITY RESOURCE SITE STAFF

CAREER DEVELOPMENT COMPONENT: GENERAL INFORMATION HANDBOOK was prepared by Robert L. Holden and Richard L. Spanier.
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INTRODUCTION

Since 1971, Research for Better Schools (RBS) has been developing and pilot-testing an operational model for a secondary school career education program (RBS CAREER EDUCATION). This project has been exploring program and organizational changes in secondary education. The project has been especially concerned with the contribution personnel and facilities outside the school could make in the development and operation of programs for students and with the importance of this involvement for individual student development. The project has sought to develop not simply a career education program but rather a model for secondary education that reflects the implications of the career education concept for a more balanced and flexible curriculum.

RBS CAREER EDUCATION was designed to provide an initial program for high school students lacking any previous formal career education. It has been operated as an alternative program for students in Philadelphia, in cooperation with the School District of Philadelphia, the Greater Philadelphia Chamber of Commerce, and participating individuals, agencies, businesses, post-secondary schools, and unions throughout the city.

The pilot program has enrolled over 600 students, in grades 9-12. The first students graduated from the program in the Spring of 1974. Graduates have begun careers in different fields, service in the Armed Forces, and post-secondary programs throughout the country (e.g., at Princeton and the Philadelphia Community College).

RBS CAREER EDUCATION is a program for high school students and a program to help schools organize for continuing career education development efforts. The program involves the introduction of three instructional components into the high school curriculum: CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER. The program also involves the establishment of a cooperative relationship between the school and the community to implement, develop, and expand opportunities for students to learn through experiences outside the school.*

Goals and Objectives

The three instructional components of RBS CAREER EDUCATION provide inputs for student academic, personal, and career development through a program of group and individual learning activities in and outside the school. The CAREER DEVELOPMENT component, however, has a dual role in the program.

The goal of the CAREER DEVELOPMENT component is to increase student understanding of, preparation for, and access to the career opportunities available to them, as well as community participation in and understanding of the educational

*See: *RBS Career Education* for an overview of the program and as background for this document.

process. The program is based on a number of assumptions about the role of the school and the community in career development and about the nature of that process itself:

1. Career development is a continuing process requiring flexible treatment by the schools and the community.
2. Most students have limited exposure to careers and little sense of direction with respect to careers.
3. Increased exposure to careers is beneficial to students' academic, personal, social, and vocational development.
4. Career development is a legitimate function of a balanced educational program for all students.
5. Career development involves cognitive and non-cognitive skills, self-concept, and experience with responsibilities affecting others.
6. Schools cannot provide adequately for career development without the participation and effective utilization of personnel and facilities outside the school.
7. The participation and effective utilization of personnel and facilities outside the school can enhance students' career development as well as their academic and personal growth.
8. The participation and effective utilization of personnel and facilities in the community for the education of students will require changes in the organization and relationships of both the schools and these community resources.
9. This cooperative association will result in better articulation of programs affecting manpower development and placement.
10. This cooperative association will result in more efficient and effective utilization of the available resources of the community (including the schools themselves) for the achievement of educational program objectives.

The CAREER DEVELOPMENT component is designed to provide the schools and community participants with procedures to organize a network of out-of-school resources for two kinds of activities for students: *Exploration* and *Specialization*. These learning activities are developed by school staff in cooperation with interested people in the community. The activities are conducted by these community resources, using their own facilities, under the supervision of school staff. The staff of the CAREER DEVELOPMENT component (the *resource coordinators*) have the responsibility for the organization, conduct, and maintenance of the cooperative relationship between the school and the community to develop these activities, and for the supervision of *Exploration* and *Specialization*.

The *resource coordinators* also have the responsibility for working with the community participants and other school staff on the continuing development and

expansion of community-based learning activities for the entire school curriculum. The *resource coordinators* are thus concerned with the development of both present and future applications of school-community cooperative action for the benefit of student academic, personal, and career development.

While local programs will develop specific learning objectives of their own, the CAREER DEVELOPMENT component is structured around certain general learning objectives or outcomes for students.

Exploration

Exploration is a career awareness program in which students may discover new interests, test established ones, and learn about a wide variety of people and their work. *Exploration* involves a series of mini-courses dealing with different groups of careers (or clusters). As a result of each of these cluster experiences, students should be able to:

1. describe the content of the experience and relate it to their own career interests and planning.
2. list those careers (or job families) of interest to them, their prerequisites or qualifications, and the job maintenance skills or aptitudes they require.
3. identify for those careers of interest to them the associated financial rewards, affective variables, and career progressions.
4. understand the rights and responsibilities of employees and employers, and the rules and interactions of job performance.
5. identify work-related academic skills, basic job acquisition skills, and basic job maintenance skills.

As a result of the series of Exploration courses, students should:

1. understand the range of career opportunities available to them.
2. understand the economic role of the individual as a producer and consumer of goods and services.
3. understand the nature of change in the career development process.
4. understand the range of goods and services available to them.
5. understand the differences and similarities of people in their community involved in the program.
6. be better able to relate to adults in the community and to issues of concern to the adult community.

Specialization

Specialization is a program to provide students with more in-depth study of a particular area of interest through student-negotiated projects. While specializations will initially focus on the development of specific skills or on learning more about a certain occupation, they may also emphasize a student's academic or public service

interests.* The objectives of these projects are determined jointly by the student and the instructor. The project is documented in a *Specialization Contract* which also includes a description of the project activities, criteria for evaluating student performance, and a definition of the product(s) to which these criteria will be applied (written or other media reports, physical constructions, etc.). Students are also required to analyze and report on the implications of a specialization for their own career planning, including the identification of necessary academic and/or vocational development if they are to continue in the specialization area. As a result of any project, however, students should:

1. acquire basic knowledge, skills, and experience related to a career area (usually a specific one).
2. develop their ability to manage their own learning.
3. apply knowledge, skills, and experience gained through the activity to general and specific tasks in the career area.
4. apply recommended techniques for interviews with community participants toward the organization of their projects.
5. understand the opportunities for formal and informal training (including paid full- and part-time employment) in the career area, as well as possible combinations of training programs during their secondary and post-secondary career development.

The CAREER DEVELOPMENT component provides students with a flexible structure in which to explore the career opportunities available to them while testing out their interests and abilities in specific areas. The program emphasizes student exploration of careers and of community resources because of both the tentativeness of career choices at the secondary level and importance of interactions with the adult community in student maturation.**

The program is intended to provide the schools and the community with a mutual framework from which to develop and operate activities for students. The program accepts the premise that community participants have much to offer, not only in services for students but also in expertise for the schools. The program is not a comprehensive answer to school-community cooperation for the education of students or for manpower development. It is a place to start.

The Resource Coordinator

The role of the *resource coordinator* in the implementation, operation, and continuing development of the CAREER DEVELOPMENT component is the key

*See also: *Unit Three* of the *Career Clarification Program* in the CAREER GUIDANCE component for combining emphases in specializations.

**For a summary of studies indicating the need for continuing Exploration and Specialization opportunities, see: R. N. Evans et al., *Career Education in the Middle/Junior High School* (Salt Lake City: Olympus, 1973), pp. 38–46. See also: D. E. Super et al., *Vocational Development: A Framework for Research* (New York: Teachers College Press, 1957).

element in the RBS approach to Career Education. The *resource coordinator(s)* represent the commitment of the school to provide the support needed by potential community participants to effectively take part in the educational process. Without this commitment of personnel on the part of the school (and the corresponding commitment on the part of the community), no program of cooperative action toward improving student career development is possible.

The work of the *resource coordinator(s)* is the major focus of the materials for the CAREER DEVELOPMENT component, particularly with respect to the initial implementation and operation of the program. The *resource coordinators'* work has four basic objectives in this regard:

1. to organize a cooperative relationship with people in the community directed at improving student career development and expanding student experiential learning opportunities;
2. to initiate a program of experience-based career education activities for student (i.e., *Exploration* and *Specialization*) through such cooperative action;
3. to initiate a program of in-servicing community resources to increase their capabilities for continuing program operations and development; and
4. to develop a knowledge base about the community and its resources to guide school staff in the supervision and extension of community-based learning activities throughout the school curriculum.

Materials

This *General Information Handbook* provides an overview of the organization and implementation of the CAREER DEVELOPMENT component, with particular attention to issues that confront the school administration and the resource coordinators in the introduction of the component into the school. In addition to the *Handbook*, there are six (6) training guides for resource coordinators, which discuss the basic steps in implementing the instructional activities of the component:

1. Identification and Recruitment of Community Resources
2. Organizing Information About Community Resources: Resource-Site Analysis
3. Organizing Community Resources for Career Exploration: Clustering
4. Developing Instructional Programs for Career Exploration
5. Developing Instructional Programs for Career Specialization
6. Training Community Resource Site Staff

These program materials, used in conjunction with the training and technical assistance support services available to program implementers, provide the information required to implement and/or adapt the program.

IMPLEMENTING THE CAREER DEVELOPMENT COMPONENT: THE PEOPLE

The CAREER DEVELOPMENT component is implemented through a process of cooperative development and operations by school staff and interested individuals, agencies, businesses, post-secondary schools, and unions throughout the community. This cooperative association works from the component's basic framework to develop and operate program activities for students consistent with available resources, local objectives, and student interests. There are four essential parties involved in this cooperative action:

1. the school staff responsible for program implementation and operations: the *resource coordinators;*
2. the community people who will be working with the school staff to develop and operate the program: the *resource-site coordinators* and *resource-site staff;*
3. an individual or agency with sufficient credibility and contacts in the community, as well as interest in the program, to assist the school staff in identifying, recruiting, and organizing potential community participants: the *community liaison;* and
4. a group of community people, representing all interested participants, who monitor program operations and plan for continuing development and extension: the *program advisory group.*

The establishment and functions of the *program advisory group* are outlined in the *Implementation Planning Guide.* The other three parties will be discussed here.

The Resource Coordinator(s)

A team of resource coordinators is responsible for the implementation and operation of the CAREER DEVELOPMENT component. Where the component is implemented as part of RBS CAREER EDUCATION, this team will also have responsibilities for the CAREER GUIDANCE component and some responsibilities with respect to the ARC.

The team approach is important for the success of the program. The team concept permits differentiation of responsibilities among the staff, although all members of the team should have some program development and liaison functions. Assignments should reflect the strengths of individual resource coordinators. Resource coordinators with experience or special knowledge in certain cluster areas can be assigned responsibility for developing programs in their areas of expertise.

At the pilot site, the team included former teachers, guidance counselors, Chamber of Commerce staff, and cooperative education coordinators. Individual members had particular assignments in the areas of Specialization, individual guidance, and program design.

In identifying staff for the team, administrators should consider experience with high school students and with alternative programs, understanding of community resources and their potential for academic and vocational development, attentiveness to paperwork and detail, program development experience, and the ability to relate to and recruit community participants. Diversification of background and abilities is quite healthy for staff work.

One member of the staff should be assigned management responsibilities for the component. Management responsibilities for the component include:

1. coordinating, supervising, planning, and organizing for component activities,
2. acting as a liaison with community resource sites,
3. providing orientation for new staff members, and training new staff members to perform the duties of the resource coordinator, and
4. evaluating the performance of the component staff and of component operations.

The qualifications of the ideal resource coordinator include:

1. Prior experience, understanding, and commitment to career education.
2. Knowledge of and experience in projects which involve community resources in educational programs, (e.g., cooperative education)
3. Knowledge of, or experience with the economic sector.
4. Program development and implementation skills.
5. Ability to work cooperatively with representatives of the economic sector in development of programs.
6. Salesmanship skills for promoting and implementing the program.
7. Ability to effectively motivate and assist secondary school students in making appropriate career choices.
8. Competent writing and speaking abilities.
9. High energy level.
10. Credibility with school administration and staff.

Many existing staff roles within the schools would provide team members with the background for the combined counselor-coordinator functions; however, community participants are particularly sensitive to any gaps in understanding of their environments and concerns (it is part of their motivation for participating in the program), and special care should be taken to include staff who are current with conditions and opportunities in the community as a whole.

Two factors should be considered in determining staff size:

1. The estimated number of students who will be participating in the component's learning activities.
2. The estimated number of resource sites.

In the early stages of program implementation, estimates of student and resource-site participation will be very rough. Staff adjustments may have to be made when the program becomes operational. At the pilot site, where the staff had a combined GUIDANCE/CAREER DEVELOPMENT responsibility, there was one staff member for every thirty-five students.

The Resource-Site Coordinator(s)

The CAREER DEVELOPMENT component involves the implementation of learning activities outside the school to be conducted by community participants under the supervision of school staff. In the case of *Exploration* particularly, many learning activities will be going on at a single location, under the sponsorship of a participating community agency, business, college, or union. In order to facilitate school-community cooperation in these cases, the resource coordinator must have some counterpart at these sites, who is responsible for site relations with the school and the program and for organizing resource-site staff for program activities.

In many cases, the participating site will already have an administrative officer assigned such responsibilities: e.g., a *public affairs director,* an *education director,* or a *personnel officer.* If a site has no designated administrator for school-community programs, the identification of someone to perform this role of *resource-site coordinator* must be one of the initial objectives of the component staff's work with that site.

The *resource-site coordinator* has a key role both in the development and operation of the instructional programs at each site and in the development of the school staff's understanding of the community. They will quite frequently be members of the *program advisory group.* They are an important source of evaluation data about the content and operations of the program. They will usually be able to help in the recruitment of Specialization opportunities for students, and they are very important in sustaining the program's credibility among participants.

The *resource-site coordinator,* like the component staff, represents a commitment to school-community action. The experience of the pilot program suggests that the *resource-site coordinators* are anxious to fulfill this commitment, but demand support from school staff. The *resource-site coordinator* faces as many obstacles as the school staff in implementing the program: helping to organize content, identifying interested instructors, scheduling time and facilities, getting to meetings with other program participants to discuss continuing development of the program, and working with operational problems. School staff must recognize such site constraints and provide the support needed to develop and sustain the potential of each site.

The Community Liaison

Before community resources can be organized to provide instructional programs, the school administration must establish a cooperative relationship with a group or an individual in the community who has a high degree of credibility with the economic community and has a high degree of sustained involvement with the

school district. This group or individual serves as an advocate for the program in general and for the CAREER DEVELOPMENT component in particular. This *community liaison* provides the component with access to community resources and provides the economic community with a means of contributing to the development of the program. There are several ways to identify potential *community liaisons:*

1. Ask top school administrators to identify various groups and individuals who are active and involved with school matters or who serve on committees.
2. Determine if any of the following organizations exists in the community:
   a. Kiwanis Club
   b. Rotary Club
   c. Lions Club
   d. Industry/Labor Councils
   e. Chamber of Commerce
   f. The Jaycees
3. Ask the editor of the local newspaper and other media to identify various groups and individuals.

In most cases these types of organizations and individuals tend to have credibility, visibility and interests in the business community. They are also found in most locales, and may be amenable to establishing a working relationship with the school.

To select a *community liaison,* the school administration should determine:

1. The willingness of the group, organization, or individual to fully participate in the component,
2. The amount of time that can be applied in the planning, development, and operation of the component,
3. The extent to which long term involvement can be sustained,
4. The extent to which the group, organization, or individual can identify and recruit community resources, and
5. The extent to which the group, organization, or individual has an understanding of the overall program.

At the pilot site, a relationship was established with the Greater Philadelphia Chamber of Commerce. The Greater Philadelphia Chamber of Commerce demonstrated itself to be highly useful in identifying, recruiting and sustaining the involvement of the economic community over long and protracted periods of time. Also, the Chamber of Commerce displayed a willingness to totally involve itself in the overall program by providing needed assistance, advice, and liaison activities with the economic community.

Once the *community liaison* has been identified, the school administration should involve the liaison in all orientation and training sessions. The school

administration and the community liaison should also outline particular procedures and tasks with respect to:

1. acting as liaison between the community participants and the school district;
2. assisting in planning, developing, operating, and managing the program;
3. identifying potential community resources;
4. sponsoring and making group presentations to the community; and
5. assisting in the development of a clearinghouse for requests from various schools and individuals seeking the use of community resources for out of school programs.

IMPLEMENTING THE CAREER DEVELOPMENT COMPONENT: THE PROCESS

The implementation of the CAREER DEVELOPMENT component is essentially a developmental process. The resource coordinators, starting with the basic framework of *Exploration* and *Specialization*, must develop resources and materials to initiate the programs for students. They must identify content as well as instructors, schedules as well as facilities. They must develop information materials to interest students in the program as well as to interest community participation.*

The resource coordinators must also adapt administrative forms to provide and obtain information about students: attendance, grades, particular problems. These form requirements are discussed in *Training Community Resource Site Staff;* however, the need for a regular procedure, if only as an indication of school contact and support for the community participants, is stressed here. School staff must never lose contact with these participants; the program must be a cooperative activity at all times.

The implementation process is not the work of the resource coordinators alone. The school administration and faculty, the community liaison, and, eventually, the resource-site coordinators are all involved. The resource coordinators nevertheless have the lead in this process, and the success of the implementation turns on their creativity, hard work, and perspective.

The six training guides developed for the resource coordinators deal with basic steps in the implementation of the program:

1. IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES
2. ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: RESOURCE SITE ANALYSIS
3. ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING
4. DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION
5. DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION
6. TRAINING COMMUNITY RESOURCE SITE STAFF

These steps are followed in the implementation of both *Exploration* and *Specialization* (see Figures 1 and 2).

*Examples of information materials for students are in the Appendix to this handbook (*For Your Information*) and in the *Appendix of the Career Guidance Component: General Information Handbook* (*The Career Exploration Catalog*). Examples of information materials for community participants are in the Appendix of *Training Community Resource Site Staff* (*The Career Development Program* and *The Resource Site Record Keeping Guide*).

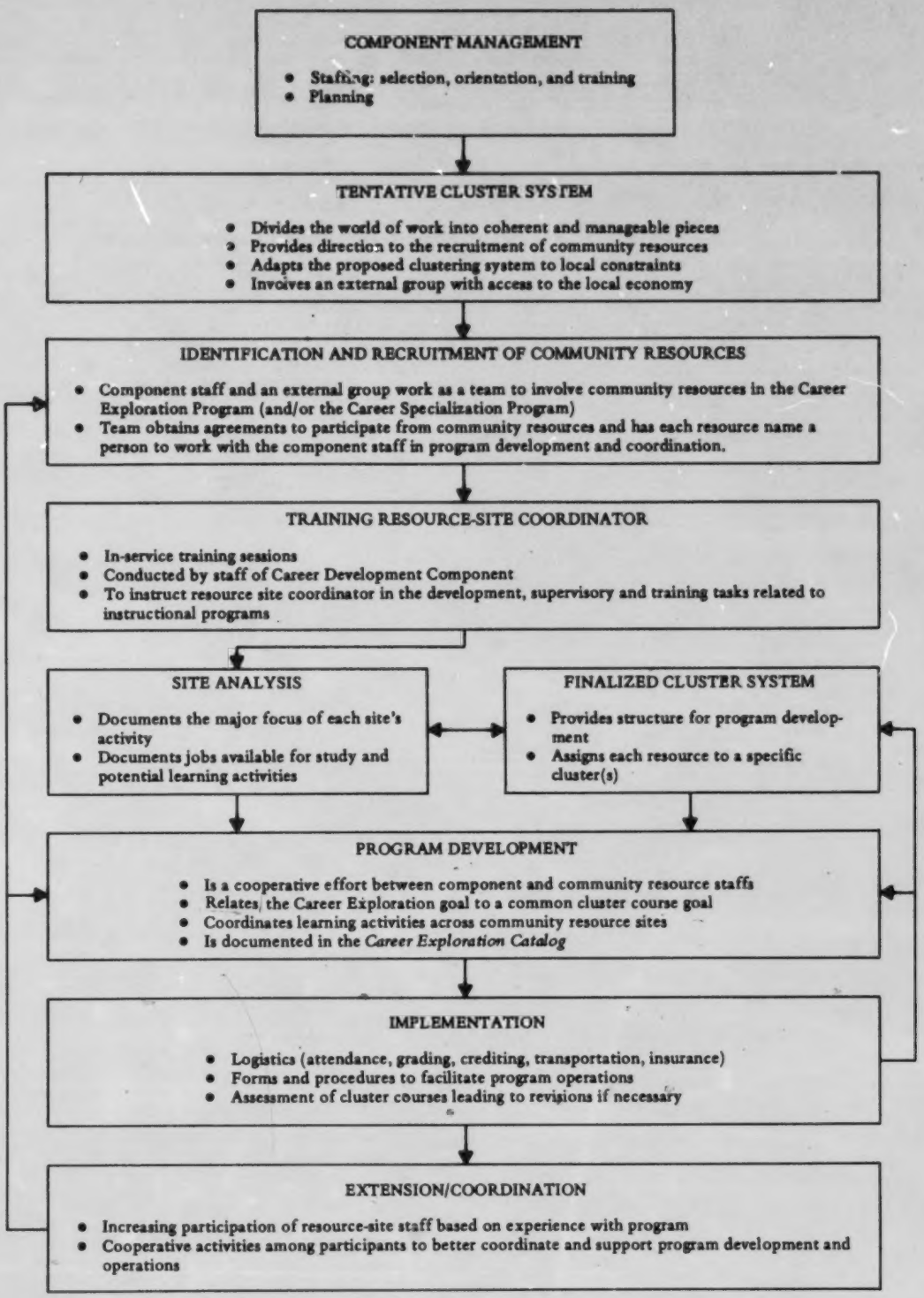
COMPONENT MANAGEMENT
• Staffing: selection, orientation, and training
• Planning
TENTATIVE CLUSTER SYSTEM
• Divides the world of work into coherent and manageable pieces
• Provides direction to the recruitment of community resources
• Adapts the proposed clustering system to local constraints
• Involves an external group with access to the local economy
IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES
• Component staff and an external group work as a team to involve community resources in the Career Exploration Program (and/or the Career Specialization Program)
• Team obtains agreements to participate from community resources and has each resource name a person to work with the component staff in program development and coordination.
TRAINING RESOURCE-SITE COORDINATOR
• In-service training sessions
• Conducted by staff of Career Development Component
• To instruct resource site coordinator in the development, supervisory and training tasks related to instructional programs
SITE ANALYSIS
• Documents the major focus of each site's activity
• Documents jobs available for study and potential learning activities
FINALIZED CLUSTER SYSTEM
• Provides structure for program development
• Assigns each resource to a specific cluster(s)
PROGRAM DEVELOPMENT
• Is a cooperative effort between component and community resource staffs
• Relates the Career Exploration goal to a common cluster course goal
• Coordinates learning activities across community resource sites
• Is documented in the Career Exploration Catalog
IMPLEMENTATION
• Logistics (attendance, grading, crediting, transportation, insurance)
• Forms and procedures to facilitate program operations
• Assessment of cluster courses leading to revisions if necessary
EXTENSION/COORDINATION
• Increasing participation of resource-site staff based on experience with program
• Cooperative activities among participants to better coordinate and support program development and operations

Figure 1. Steps in Implementing Career Exploration

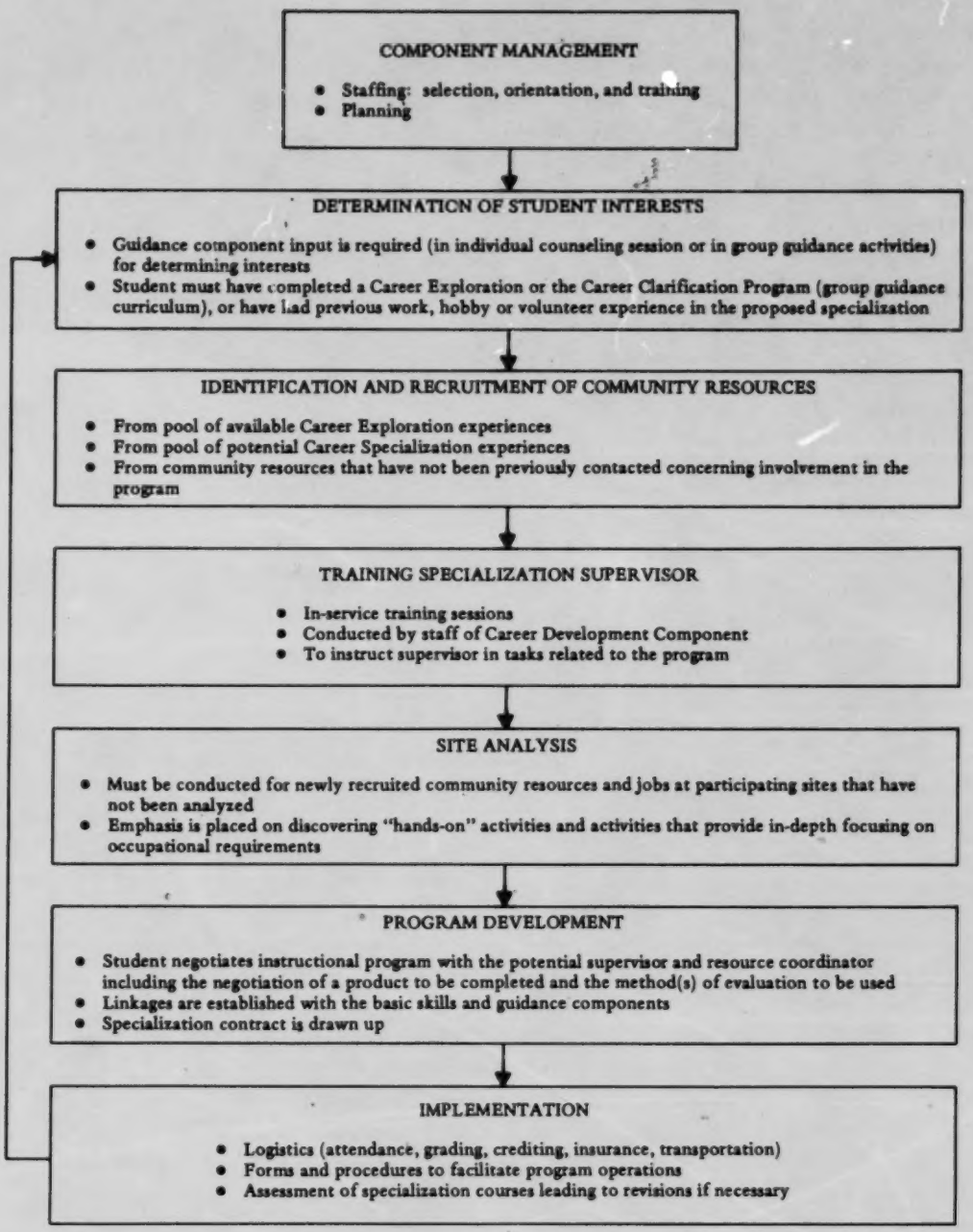
COMPONENT MANAGEMENT
• Staffing: selection, orientation, and training
• Planning
DETERMINATION OF STUDENT INTERESTS
• Guidance component input is required (in individual counseling session or in group guidance activities) for determining interests
• Student must have completed a Career Exploration or the Career Clarification Program (group guidance curriculum), or have had previous work, hobby or volunteer experience in the proposed specialization
IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES
• From pool of available Career Exploration experiences
• From pool of potential Career Specialization experiences
• From community resources that have not been previously contacted concerning involvement in the program
TRAINING SPECIALIZATION SUPERVISOR
• In-service training sessions
• Conducted by staff of Career Development Component
• To instruct supervisor in tasks related to the program
SITE ANALYSIS
• Must be conducted for newly recruited community resources and jobs at participating sites that have not been analyzed
• Emphasis is placed on discovering "hands-on" activities and activities that provide in-depth focusing on occupational requirements
PROGRAM DEVELOPMENT
• Student negotiates instructional program with the potential supervisor and resource coordinator including the negotiation of a product to be completed and the method(s) of evaluation to be used
• Linkages are established with the basic skills and guidance components
• Specialization contract is drawn up
IMPLEMENTATION
• Logistics (attendance, grading, crediting, insurance, transportation)
• Forms and procedures to facilitate program operations
• Assessment of specialization courses leading to revisions if necessary

Figure 2. Steps in Implementing Career Specialization

Each of the steps represented by the training guides is comparable to those undertaken by teachers in the development of courses and curriculum in schools. Each may be expanded or simplified depending on the scope and resources of a particular implementation.

The process begins, however, not with the steps outlined in the training guides, but with an *administrative assessment of program feasibility and local policy*. The issues to be considered at this planning stage have been outlined in the *Implementation Planning Guide* for RBS CAREER EDUCATION. These issues include the availability of staff and transportation, the proximity of resource sites, and the climate for cooperative action.

In deciding to implement RBS CAREER EDUCATION as a whole, or only this component, school administration must consider questions of local goals and interests, as well as the long-term changes involved for students, staff, and the community. The *Implementation Planning Guide* recommends community as well as school involvement in the decisions, if only to test the waters and gauge practical limitations. The involvement of a *community liaison* is also helpful at this point.

The school must begin the implementation with a realistic view of what is to be achieved in the first year and in the long run. This determination can be aided by program materials and by the RBS Training and Technical Assistance Staff. This determination rests, nevertheless, with the school administration. They must decide how the program is to be implemented, how much of a change is to be sought. These decisions may result in small scale trials of the program as a basis for later expansion up to local capacity, or in large scale curriculum redesign.

Four basic issues should settled at this stage:

1. a target population of students (number and/or needs and interests);
2. an administrative organization and procedures to implement and operate the program;
3. a program evaluation procedure and schedule; and
4. a policy concerning the role of community participants in program operations and development.

A Note on Evaluation

RBS CAREER EDUCATION is still being developed and tested. Each implementation can provide important data about program effects and limitations. RBS Training and Technical Assistance Staff can help implementers set up an evaluation program which will inform both the local implementer and the continuing evaluation effort. An *Evaluation Guide* for implementers and a complete software and services package will also be available in January 1976.

Evaluation at the pilot site has used standardized instruments like the *Career Maturity Inventory* (CMI) and the *Assessment of Student Attitudes* (ASA), as well as a number of participant questionnaires (e.g., the *Student Assessment Questionnaire* in the Appendix of this handbook). This evaluation program has been essential to program development and a significant step in building credibility with community participants.

Staff Training

Once the school administration has decided on the parameters for program implementation and designated potential resource coordinators, the RBS staff will schedule a series of training sessions for administrators, resource coordinators, and community liaison. These sessions provide an overview of both RBS CAREER EDUCATION and the implementation of the CAREER DEVELOPMENT component. Each session will also include a brief assessment of the training session itself to assist the RBS Training and Technical Assistance Staff in refining the presentations.* The sessions will require about six hours total, including a general orientation session, over a period of one or two weeks. Sets of component materials (including *RBS Career Education*) should be available for all participants. The training sessions are outlined below.

Session One

I. Overview of the Career Development Component and the Procedures used in Implementation.

II. Identification and Recruitment of Community Resources.

BREAK

III. Organizing Community Resources for Career Exploration: Clustering

IV. Summary and Evaluation

In the opening session, participants first review the purposes and objectives of the CAREER DEVELOPMENT component as determined in the Orientation sessions. The procedures and forms used in the identification and recruitment of community resources and organizing community resources into a clustering scheme are then explained and discussed in detail. Resource coordinators are asked to review the guides pertinent to this training session before the next meeting so that questions they have may be answered and complete understanding of the procedures might be achieved. At the end of the session, participants complete a session evaluation form, responses to which will dictate the activities of the following session. Participants should be encouraged to clarify their ratings on the form if possible.

Session Two

I. Review of Session One.

II. Organizing Information about Community Resources: Resource-Site Analysis and Clustering.

BREAK

III. Training Resource-Site Staff for Career Exploration.

IV. Training Resource-Site Staff for Career Specialization.

V. Summary and Evaluation

*These forms appear in the Appendix.

The discussion in the first part of this session is guided by the evaluation form responses and by questions which may have arisen when participants reviewed the written explanations of the procedures. Care should be taken to answer all questions and discuss all concerns. Before moving into the new topics for the day, the session leader should be certain that participants fully understand the procedures. If a few participants continue to have problems, arrangements should be made to consider these problems, after the session is completed. Procedures and forms used in performing resource-site analyses and developing instructional programs for exploration and specialization are then explained and discussed.

Before the next meeting, participants are asked to review the training guides which pertain to the procedures presented in this session. Before the session is dismissed, participants are asked to evaluate the session. Activities for the third session will be planned based on analysis of the responses to the evaluation questionnaire.

Session Three

I. Review of Session Two
II. Developing Exploration Programs
BREAK
III. Developing Specialization Program
IV. Information Flow
V. Summary and Evaluation

The opening discussion of the final session is guided by the responses on the evaluation form from the previous session and by questions that may have arisen when participants reviewed the written explanations of the procedures discussed in that session. Procedures and forms used in training resource-site coordinators are described and discussed.

Participants will be asked to evaluate the session on the forms provided. Any major problems uncovered in an analysis of the final evaluation forms should be discussed at the opening of the next session.

Session Four

I. Review Evaluation of Session Three
II. Continue Discussion of Processes
BREAK
III. Information Flow
IV. Monitoring

Pre-development

The first three steps in the implementation process are pre-developmental steps: *identification and recruitment, site analysis,* and *clustering.* They are preparations for development through which the resource coordinators establish relationships with the community participants, get some initial information about potential

resources to provide a basis for their own development ideas, and begin to organize identified activities and participants into courses for students.

This pre-development stage is a period of learning and testing for school and community staff. School staff must learn about the content and constraints of potential sites. Community staff must learn about the needs and support services of the school. Both parties must begin to identify their capabilities and responsibilities in the development and operation of the program, both with respect to instruction and administration.

The community liaison has a leading role in the identification and recruitment process, providing initial contacts and entry. The resource coordinators, nevertheless, have the responsibility for actually presenting the program to potential participants, and, while the community may be easily sold on the idea and its future directions, they will demand assurances of school support for individual instructors.

The initial objective of this phase of implementation is the designation of a resource-site coordinator: i.e., of a person who will work with the school staff on a continuing basis in the development and operation of the program. The resource-site coordinator is the source of information and action at each site. In many cases the resource-site coordinator and the initial contact will be the same person. The designation of the resource-site coordinator is a commitment to do the work needed to implement the program.

The second objective of this phase is the assessment and initial organization of the potential of available resources for Career Exploration. *Exploration* is generally a new activity for potential community participants. It is also an activity which, in the RBS approach, is to be available for all students. Participant interest and capabilities in providing Exploration activities is therefore basic to program implementation. While this question may well have been settled at the planning stage, the pre-development phase provides the ultimate test and the essential gauge of the numbers of students the program may initially serve. Unless the planning stage involved community commitments and some surveying of potential resources, students should not be recruited for the program until available resources are determined.

Site analysis and *clustering* are procedures for collecting and organizing information about community resources. They emphasize the development of the courses which will make up the Career Exploration program, although site analysis also establishes an initial data bank about Specialization opportunities. Each of these steps involves a series of forms, completed in cooperation with the resource-site coordinators. This information provides the basis for subsequent development of activities, courses, and the Exploration program as a whole.

Development

The development of Exploration and Specialization involves five kinds of tasks:

1. the development of learning activities, courses, and programs;
2. the development of instructional materials for students;

3. the development of administrative and information materials for students, parents, and staff;
4. the development of monitoring, assessment, transportation, scheduling, and attendance procedures; and
5. the development of the capabilities of instructional and supervisory staff to operate and develop the program.

The extent to which resource coordinators and community participants will deal with all five areas is largely a function of the time available for implementation and of the ability of resource coordinators to allocate their time. The development of instructional materials may be shifted to site staff or delayed while site facilities and staff provide the instructional inputs or while existing site programs are used. The development of staff capabilities is a continuing effort.

The major emphases of this phase of initial implementation are on the establishment of program activities and on the development of the administrative and information materials necessary to recruit and inform students and participants. Two kinds of materials are especially useful:

1. catalogs or descriptions of Exploration courses and Specialization opportunities; and
2. general brochures about program goals and activities.

Exploration

At the pilot site, Exploration courses were developed in twenty-three (23) areas: Allied Health, Animal Resources, Art, Chemistry, Clerical & Administrative, Communications, Construction, Continuing Education, Education: Formal & Informal, Engineering & Technology, Finance, Government, Health, Labor, Law & Justice, Marketing & Sales, Military, Natural Resources, Personal Services, Research, Social Services, Trades, and Transportation. These courses, as well as identified Specialization opportunities, were listed in a catalog, which was up-dated each quarter of the school year for student scheduling.

The *cluster* is the organizing construct for each Exploration course. Each course is developed to illustrate representative opportunities and activities within a general career area, and the several courses should provide a broad (hopefully comprehensive) view of available opportunities.* The use of the cluster concept emphasizes the career awareness objective of *Exploration;* however, courses should not neglect the overall social studies goals of the program or the potential for the integration of other areas of knowledge into individual programs.

The major limitation placed on Exploration development activities for the pilot program was that all cluster courses must consist of twelve sessions, one each week

*While many clustering systems are available for this purpose, the component uses Anne Roe's, which seems more amenable to the constraints of community resources. See: A. Roe, *The Psychology of Occupations* (N.Y., Wiley, 1956).

for a full day, for twelve weeks. Within that limitation, a variety of different cluster courses were developed. Some emphasized broad social issues. Some emphasized specific jobs. Some provided students with a number of individual project options. In most cases, these courses involved three different community resources, each responsible for the operation of activities for four sessions. In a few cases, a single resource provided the entire course. In the Social Service area, students could choose project options and the agencies with which they wished to work. In all cases, cluster courses included both group and individual activities for students; although not all programs permitted "hands-on" activities. The objective of Exploration program development was the establishment of the specific cluster courses on a continuing basis, initially for a group of about ten to twenty students. Each course was to be offered once each quarter, for at least three quarters (a few cluster courses were offered in a summer session). Each course was developed by program staff in consultation with the resource-site coordinators representing each site participating in that course. School and community staff participating in each course met to sequence and articulate the activities at each site with those at other sites participating in the course. These *cluster course groups* also become the basic resource for the continuing development of the course and for the extension of course content areas and on-site learning activities throughout the school curriculum. The resource-site coordinator is responsible for recruiting and organizing instructors within each resource and is that site's liaison with the program in all matters. In most cases, the resource-site coordinator also assumed a major instructional role with the students in each program.

Specialization

The development of Specialization projects is more a matter for the student and the individual community participant. The resource coordinator and the resource-site coordinator play a facilitating role in bringing these two individuals together (in some cases, no resource-site coordinator is involved). The primary role in identifying Specialization opportunities is the resource coordinator's, although students will in some cases find their own. The recruitment is usually initiated at the student's request, although The organization of Specialization opportunities which sequence from Exploration courses is adviseable. Students will initially require some assistance from program staff in working with community participants to develop projects. The procedure for project development is essentially a learning contracts procedure in which the potential instructor and student are brought together to discuss the possibilities for Specialization, and, if agreement is reached, develop a mutual contract, which they and the supervising resource coordinator must sign. The contract outlines the project, its objectives, its product outcomes, its evaluation process, its schedule, and the subject areas in which course credit will be earned. Students may begin Specializations at any time, although projects are usually scheduled for one quarter at a time.

The identification and recruitment of Specialization opportunities should not be confined to community participants in the Exploration program, although they

will be a rich source of participants and contacts. Many potential Specialization resources will be unable to participate in Exploration programs because they are too small to accommodate larger groups of students. Where staff differentiation exists, the resource coordinator responsible for Specialization should investigate these potential participants while the other staff is working on the development of Exploration courses. The availability of staff to identify Specialization opportunities and to work with students to develop projects may not be possible during the initial implementation of the program. At the pilot site, no Specializations were implemented during the first year, and students developed project ideas as a part of the guidance program.*

Specializations can in some cases be used as mini-Explorations for students with unusual interests. Specializations should not be limited in focus to specific job training; nor, should they neglect career development. Independent study in the community in pure, academic areas is a legitimate part of a balanced program of secondary education, and the resource pool developed for Specializations may be used for this end as well. Nevertheless, some career focus is essential to the concept of Specialization, and no project should be sanctioned which does not make explicit provision for it.

Staff Training

The development phase is also, in most cases, a period of training and learning for the resource and resource-site coordinators. In seeking to translate the information collected during site analysis into course programs for students, school and community staff have much to learn from each other. The resource-site coordinator will have a better idea of the needs of students and the many ways site staff can benefit the educational process. The school staff will obtain a better idea of the priorities and capabilities of participants.

The development phase places a great deal of trust in the outcome of the school community relationship. The school staff are given the responsibility for instructional design and program articulation; the community participants, for the major content inputs and the actual instruction.

In the pilot program, the outcomes of this process varied. Different courses were effective to different extents, although most were of interest and informative to students.

The development and operation of these programs is the only way to develop the capabilities of community participants to develop and operate these programs. It is itself an experience-based learning activity. Without the school's commitment to involve them, their ideas, and their abilities, community participants have little incentive to participate, little trust in the effectiveness of their participation. If the schools are to realize the potential of community resources for education, they must give the community, like any inexperienced teacher, a time to grow.

*See: *Unit III* of the *Career Clarification Program.*

A Note On Continuing Activities

Once the program has begun operating, and students and participants are together in the community, the central function of the program staff is *liaison* with both students and community participants. The liaison function has frequently been neglected in the past in school-community programs. This neglect is a major source of community frustration with such programs. The CAREER DEVELOPMENT component emphasizes the need for community input into the development and operation of the program. In order for this input to be sustained, program staff must be responsive to it. Regular meetings with all participants should be scheduled. Staff should visit the different sites to monitor programs. Staff should work with individual participants to develop both development and instructional skills. The objective of this liaison work should be to minimize problems for students and participants while developing the effectiveness of the program. Both students and community participants will have some troubles adjusting to this relatively different learning system. In some cases, where participants do not live in the community itself, they will be sensitive to differences between their expectations about the students and the realities (this will be especially true in an urban-suburban mix). Staff and participants should have regular procedures for discussing problems with students, and staff should also be readily available for students to discuss problems with individual participants. Participants should be able to contact a member of the staff at any time during the operation of the program to deal with problems.

In addition to this liaison function, the major responsibility of the program staff, once the program is operational, is *continuing development.* The program is an initial step in the development of secondary career education. It provides a framework for the schools and the community to explore their capabilities, interests, and problems with the development and operation of a cooperative program for students. While this program works toward basic objectives of student understanding of, preparation for, and access to the career opportunities available to them, the community and the schools can move forward from this basis both to extend the program to additional students and to expand the program's offerings, as well as to examine new ways in which their association can work to improve the career development and placement of students. At the pilot site, community participants are working to develop a clearinghouse of opportunities in the community for paid and volunteer activities in different career and academic areas, new methods for certifying student competencies in different career areas, and a plan for the integration of the program with existing alternative and vocational resources into a more comprehensive secondary education system.

Program staff should arrange to meet with participants to review the progress of the program and to begin to plan for any appropriate revisions, based on:

1. The perceptions that resource coordinators have as a result of their monitoring activities.
2. The data or responses that students have provided in the *Student Assessment Questionnaire.*

3. The feedback that resource-site staff have provided to the resource-site coordinator.

Component staff and resource-site coordinators may want to begin revising the content of specific learning activities before any individual course ends. In these cases, all changes should still be fully documented.

In some instances program revision will consist only of the following:

1. Revising the overall goal and objectives of the cluster course.
2. Revising specific cluster course objectives.
3. Revising a specific segment of one resource site's learning objectives and activities.
4. Including additional learning objectives and activities in each resource site's learning activities.
5. Changing the sequence of each resource site's presentation of their learning activities.
6. Formulating a different scope for the cluster course.

The *program advisory group* may also suggest, new activities, and some resource-site coordinators can also be a resource for other resource-site coordinators for different approaches and techniques that stimulate and motivate student learners.

Where the program is implemented separately, particularly without the CAREER GUIDANCE component, the program staff will have to make some provisions within *Exploration* and *Specialization* for students to reflect on the implications of their experiences in the community for their own planning and development. Much of this vocational guidance function can be built into program activities, especially in Exploration, as well as into staff interactions with students. In Exploration courses, some specific activities could be designed into the beginning and end of each cluster, including student conversations on necessary training and development with resource staff or personnel training groups. In addition, some of the guidance activities used to help students analyze these issues could be incorporated into a library-based series of exercises to complement student coursework for Exploration. The implementation of the CAREER GUIDANCE component with the CAREER DEVELOPMENT component is nevertheless recommended.

While there is much in the CAREER DEVELOPMENT component that is similar to current practice in vocational education programs, the major differences are its emphasis on career exploration for all students, its use of community participants for developmental and operational roles as well as for goals outside the schooling process itself, and its openness to student choice and change. The program seeks to provide students with time and opportunities to explore and understand their options as well as to develop skills in areas of interest to them. The program also seeks to be flexible enough for students to change direction as a result of reevaluation of their options and of the results of testing out their interests.

Some Initial Considerations

Time

The implementation of the CAREER DEVELOPMENT component may require about ten months of advance planning and preparation. Timing will be affected by the extensiveness of the program and if the program is to be implemented as part of RBS CAREER EDUCATION. If the program were to begin in the Fall of the year, planning should be underway as part of the previous Winter's budget and curriculum discussions. The process of setting up the program must take into account: (1) the determination of the scope of the program; (2) the selection and training of staff; (3) the recruitment and organization of community participation; (4) the recruitment, testing, and scheduling of students; (5) the preparation of facilities and materials; and (6) the establishment of management procedures.

Staffing.

In the pilot program, the student population has grown from one hundred to three hundred. The number of participating individuals and groups in the community rose from thirty-five to more than two hundred. The component staff increased from six to eight. Staffing patterns for the program at different student loads are listed below. These allocations assume that the program is implemented as part of RBS CAREER EDUCATION and that the combined counselor-coordinator team is responsible for both Career Guidance and Career Development activities.

100–150 students require 5 counselor-coordinators

250–300 students require 8 counselor-coordinators

450–500 students require 12 counselor-coordinators

Where the program is implemented separately, staff needs may be reduced 40%.

Community Participants.

In order to start any program, a sufficient number of community participants must be recruited in advance and activities for students be developed with them. While participants for both *Exploration* and *Specialization* should be sought, priority should be given to *Exploration* since all students will be enrolled in these activities and since the schools and the community have the least experience with this type of program. The number of participants required to mount an Exploration program is dependent on the available pool and the nature of the program itself. In addition, participants will be reluctant to deal with more than fifteen or twenty students during their first go-around with the program, and this will present a scheduling constraint and require more resources. In the pilot program, Exploration mini-courses initially involved three different participants in twelve cluster areas for a total of thirty-five community resources. Many of these participants also offered Specialization opportunities for students. The number of cluster offerings in the program has risen from twelve to twenty-four, as the student population has grown from one hundred to three hundred.

Training.

The implementation of the program requires staff training. In addition, the staff, once prepared, will require time to work with community participants to orient them to the program and develop student activities. The resource coordinators, as well as any associated administrators, department chairmen, and pupil services staff should be involved. Training is provided by on-site consultants and materials developed for the program. These consultants will also be available to provide technical assistance in working with community participants. The training program is designed to orient staff to the procedures for organizing and developing student activities with community participants, organizing a network of participants, and supervising student programs (training also includes procedures for articulating the program with guidance activities). Resource coordinators will require two weeks of pre-service training. In-service training for resource-site coordinators is provided by the resource coordinators as part of the program development process. Continuing information and assistance may also be provided to community participants through a newsletter.

Physical Facilities.

Most of the physical facilities for the program are provided by the community participants. The schools will need to provide the resource coordinators with desk space and telephones. Telephones are essential for liaison and recruitment activities. Community participants must have access to resource coordinator assistance whenever it is required.

Materials.

Most of the materials used in the program are provided by the community participants. Resource coordinators will require materials to help in training participants (e.g., booklets on program development). Materials on careers should be available in the library. There are a number of forms utilized in the development and operation of the activities in the program. These materials may be duplicated internally.

Funds.

Part of the cost of the program is borne by the community participants. The cost of the program to schools consists of staffing, facilities, staff and student travel, conferences for community participants, any necessary additional insurance, program materials and printing, as staff training and technical assistance. The probable large start-up cost for a small-scale program should be offset by the lower costs of continuing and expanding from that base once the participant network is stable and the program becomes a credible community activity. The pilot program, for example, increased the numbers of students and program offerings over the past two years while continually decreasing the cost of the program per student.

Commitment to Flexibility and Change.

The CAREER DEVELOPMENT component involves some programmatic and organizational changes on the part of schools and community participants alike. It is intended to be a step in a continuing process of the development of more flexible and balanced educational programs for students and of more efficient and effective utilization of available community resources for the achievement of program objectives. Without a commitment to the objectives of the program and to explore modes for accommodating the changes it implies, the CAREER DEVELOPMENT component will not be fully implemented.

Attendance.

The resource-site coordinator should be responsible for recording student attendance at the resource site and reporting absences to the resource coordinator or a designated school official. Exact procedures should be developed in accordance with established practices of the school system. The importance of accurate and immediate reporting of absences should be stressed to resource-site coordinators.

Grading.

Grading is a generally accepted practice intended to provide a qualitative measure of experience. Grades serve as a form of feedback for the student who is interested in an assessment of personal achievement with respect to some standard of performance. In order to provide feedback to students regarding their achievement in Exploration or Specialization activities, a grading system in accordance with local school policy should be devised. Resource-site coordinators should be responsible for assigning grades for participation in learning activities. Resource-site coordinators should be advised of this responsibility early in the program so that their evaluations can be based on performance throughout the resource-site experience rather than on one or a final activity. If a cluster grade, rather than a resource-site grade, is to be reported on school records, this grade should be an average of the grades attained at each resource site. In order to insure that assignment of grades is standardized as much as possible, the grading system which is adopted should be thoroughly explained to the persons responsible for assigning grades.

Crediting.

Crediting provides a quantitative measure of experience. Credits are a way of expressing the amount of time a student has been involved in a learning activity in which he/she has achieved at least the minimum level of performance required for granting of credit.

Credit for Exploration and Specialization experiences can be applied to traditional disciplines; i.e., a student may be awarded mathematics credit, social studies credit, or other traditional credit for a Career Exploration or career specialization experience. The allocation of credit can be accomplished by analyzing the Career Exploration or Career Specialization learning activities, identifying the

traditional subject areas embedded in the experience, credit in traditional disciplines for the appropriate portion of the Exploration or Specialization experience. This procedure provides a means of satisfying traditional credit requirements for high school graduation or college entrance.

Scheduling.

To avoid confusion and logistical difficulties it is suggested that Exploration be scheduled to coincide with the grading cycle employed by the school. Schools employing a ten week grading cycle will benefit most by operating coincidental cluster courses. Specialization cycles should be flexible due to the individualized nature of the activities engaged in by students. In cases where the term of a student's specialization does not coincide with a grading cycle, consideration should be given to how the student will re-enter the career development component's activities. Consideration must also be given to assure that students schedule as broad a range of Exploration activities as possible in their projected time in the program.

In the pilot site program, students were scheduled for Career Development activities one full day per week. Resource-site coordinators in the pilot program argued that scheduling students five days a week would overextend their staff and material resources, while school personnel not involved in the program questioned the effect of a student's missing a day each week of regularly scheduled activities. Scheduling will have to involve negotiations between program staff and the community resource-sites.

There are several factors which must be taken into consideration before scheduling of Explorations and Specializations can be undertaken:

1. The number of students participating in the program.
2. Amount of time and recommended allocation of time available from and acceptable to resource-sites which have agreed to participate.
3. The number of clusters which the program will operate.
4. The student's roster (will roster permit full day activity in Exploration or Specialization?) Consideration must be taken of regular academic schedules and demands of teachers. Difficulties which may be encountered if explorations or specializations are scheduled one full day/week include:
   a. The possibility that students will miss class assignments and tests.
   b. The possibility that students will be penalized by faculty members for missing class assignments and tests.
   c. The possibility that faculty members will be alienated from the program by having students removed from regularly scheduled classes.
   d. The possibility that parents will object to their children missing a full day from their regularly scheduled classes.
5. Location of resource sites (Consideration of amount of travel time must be made when determining how to schedule activities – If activities are scheduled 1hr./day – 5days/wk., travel time involved to and from site must

be multiplied by 5 x the time involved in travel if activities are scheduled 1 full day/wk.)

6. School closings and holidays. If activities are scheduled for a set 1 full day/wk. – arrangements must be made to be certain the specified number of days/cluster is attended.

Once the method of scheduling Exploration and Specialization has been determined, students will select exploration clusters and specialization activities. This process is handled in group guidance sessions.*

Transportation.

Arrangements for student transportation to and from resource sites must be made if public transportation is not available. School district policy must be considered when determining methods of transportation. Use of staff members' private automobiles should be discouraged unless staff members fully understand the legal ramifications involved and both the school district and the staff member are willing to accept risks involved.

As in all student transportation arrangements, consideration must be given to the following:

1. School district policy regarding student travel.
2. School district or carrier insurance liability.
3. Time requirements and scheduling arrangements to and from community resource sites.
4. Availability of program staff to supervise students while they are being transported.
5. Parental permission for students to travel outside the school district's buildings.

Insurance.

Adequate insurance coverage should be maintained for students participating in the program. If the district has, or is willing to obtain, insurance to cover program students, the policy should be checked to be certain that:

1. The insurance covers students while they are traveling outside the school.
2. The insurance covers students while they are engaged in activities away from the school.
3. The insurance covers the hours when students are likely to be traveling or participating in resource-site activities.

If the school district does not provide insurance coverage, students should be encouraged to seek coverage independently.

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*See the *Career Clarification Program Supplementary Unit: Career Exploration Selection* and *Unit III* of the *Career Clarification Program.*

Record keeping.

Throughout the planning, development, and operation of the CAREER DEVELOPMENT component, a number of records, forms, and correspondence will have been generated, procedures for filing and maintaining these documents must be established. It is recommended that a central file be established for the following categories:

1. A folder for each community resource site that has agreed to participate or who has been contacted to participate in either Career Exploration or Career Specialization. This folder would contain:
   a. Forms used for identifying and recruiting community resource sites.
   b. Resource site analysis forms.
   c. Forms and program description plans used in developing learning activities.
   d. Correspondence to and from community resource sites.
2. A folder for each student enrolled in Career Exploration and Career Specialization. This folder would contain:
   a. The student's *Career Exploration Cluster Selection Forms.*
   b. The student's *Career Specialization Needs and Interests Forms.*
   c. Copies of correspondence sent to the student.
   d. Correspondence received from program staff members concerning the student.
3. Correspondence to and from the community liaison.
4. Correspondence to and from parents.
5. Correspondence to and from school administration.
6. Correspondence to and from RBS technical representatives.
7. Program staff evaluation materials and correspondence.

These files should be established on a yearly basis and procedures determined for maintaining and updating them.

It is also recommended that resource coordinators establish separate files for the cluster course areas for which they are responsible and for community resource sites participating in Career Specialization. These files should contain the following:

1. All correspondence to and from each community resource site.
2. Student Progress Report forms.
3. Correspondence sent to and received from the program manager or component manager.
4. Agendas, minutes and discussions held and commited to writing held during cluster meetings.
5. Student Assessment Questionnaire and Composite Response Forms.
6. Documentation of the learning activities that each community resource site will provide, including subsequent revisions.

IMPLEMENTING THE CAREER DEVELOPMENT COMPONENT: A SCHEDULE

The implementation of the CAREER DEVELOPMENT component involves five basic phases which may often occur in a very compressed time frame:

1. Staffing and Planning – including some definition of the intended scope of the program, the selection and initial training of staff, and the development of specific implementation plans, as well as initial budgeting, policy-delimitations, and hearings.
2. Participant Recruitment – involving the establishment of a pool of interested community resources.
3. Program Development – including the definition of individual and cluster program activities, the establishment of constraints and prerequisites, and the training of resource staff.
4. Student Selection and Scheduling – including the orientation of students, the development of initial program materials, and the assessment of student interests for Specialization recruitment.
5. Operations and Continuing Development.

Some threshold level from the first three phases should be achieved before beginning student recruitment or selection. Materials should be developed as quickly as possible. The implementation of the program might well proceed as follows, over a ten-month period:

November. Local administrators discuss the program with staff, including department chairmen, instructors, existing co-op or work/study coordinators, guidance counselors, and interested potential community participants. *Research for Better Schools* can arrange for observation visits to the pilot site as well as for consultant visits to the schools to discuss the program. These discussions should determine the scale on which the program is to be implemented, as well as any staffing, scheduling, or budget constraints. Some assessment should also be made as to whether the school or some community agency or group will initiate contacts with potential participants. This process must be carried out by someone with credibility among both school people and potential participants. The recruitment process should begin immediately.

December. If possible, school staff to be responsible for the program should be identified and oriented, as well as trained to assist in the recruitment of participants and the development of student programs. The staff should begin to work with the designated site coordinators within each community resource to develop the Exploration programs; if necessary, with technical assistance from RBS consultants.

January. The recruitment and development of program activities should be continuing. Where sufficient participants are recruited to complete a cluster, participants should meet with staff to organize the cluster course as a whole. Staff should be careful to document programs as soon as they are completed, and to discuss emerging programs with ARC staff where the entire model is being implemented. Work should also begin on the development of student orientation materials for existing programs.

February. Recruitment and development of program activities will be continuing. The implications of the number of recruited activities for the number of students to be recruited should be assessed, as well as probable scheduling constraints.

March. Recruitment and development of program activities will be continuing. Develop materials for student recruitment and orientation, and consult with administrators and guidance personnel regarding the distribution of materials and the availability of time for student recruitment sessions.

April. Begin the identification and recruitment of students. Complete the development of materials for program orientation and initial student scheduling, including any available cluster program guides.

May. Select, orient, and schedule students. Students should have the opportunity to speak with community participants as well as with program staff. Student interests for specializations should also be assessed at this time.

June. Cluster meetings and Exploration activities development will be continuing. The identification and recruitment of potential specialization resources to satisfy students' interests should begin.

July. Develop materials to orient individual participants at resource sites about the program and the students (e.g., a first edition of an instructor newspaper). Complete Exploration program forms and, if possible, a program catalog. Continue to recruit and develop Specialization opportunities for students.

August. Arrange for student Specialization interviews. Send out final program schedules and student information for opening day. Hold a conference of community participants to prepare for opening day. Staff should meet with ARC staff to finalize information flow where the program is being implemented as part of the entire model.

September. Specializations should be finalized, documented, and scheduled. Initial sessions of Exploration courses should be monitored and students assisted with traveling problems. Staff should meet with school staff to discuss the operations and continuing development of the program, particularly with respect to the use of community resources for field experiences or projects in their subject areas. On-site consultations should be scheduled to deal with problems in the initial implementation of the program as well as to discuss its further development and extension. Staff should be especially accessible to students and community

participants during this period, and visit or call all Exploration instructors. The identification and recruitment of community resources needs for the remainder of the year should begin. Staff should provide students with a catalog of and information on available Specialization opportunities, as well as available paying jobs or people in the community who are willing to talk with students about different fields. Some portion of the initial Exploration sessions should be devoted to re-orienting students to the paperwork and logistics of the program. Staff should continue to work with students for whom Specializations have not yet been successfully organized. Documentation of all operating programs should be on file and a master schedule of student locations provided to the administration.

If the program has been implemented along with the other components of RBS CAREER EDUCATION, staff should work with ARC personnel to develop English and Mathematics objectives into Specialization programs. They should also plan for the administration of periodic questionnaires used in the continuing evaluation of the model. If the program's continuing evaluation design is being used, students should also be pre-tested using the *Career Maturity Inventory* and the *Assessment of Student Attitudes Toward Learning Environments.* Staff should also arrange with community participants for procedures and possible times for visitor observation of their programs.

Checklist of Component Implementation Task

1. Community liaison and advisory group recruited
2. Resource coordinators selected
3. Staff orientation sessions held
4. Goals of the local program determined
5. Local operating procedures outlined
   a. Duration of Exploration and Specialization programs
   b. Scheduling
   c. Credits for programs activities
   d. Grading procedures and timelines
   e. Attendance procedures
   f. Travel constraints and arrangements
   g. Insurance provisions where necessary
   h. Program monitoring and assessment/evaluation procedures
   i. Student recruitment
6. Staff Training sessions held
7. Program management organization determined
   a. Central files and filing procedures established
   b. Reporting procedures defined
8. Resource sites identified and recruited
9. Student recruitment and pre-testing begun
10. Resource-site coordinators named
11. Resource-site analyses performed
12. Cluster program development begun
13. Resource-site coordinator training session held
14. Exploration courses developed and documented
15. Specialization recruitment begun (optional as a part of the initial program)
    a. Student interests surveyed
    b. Student learning contracts negotiated
16. Information for resource-site coordinators concerning start of Exploration program sent out
17. Program operations begun
18. Program monitoring and assessment procedures implemented
19. Program revisions begun

APPENDIX

STAFF TRAINING SESSION EVALUATION FORMS

CAREER DEVELOPMENT COMPONENT
STAFF TRAINING SESSION EVALUATION
ORIENTATION SESSION

On this form, evaluate the orientation sessions that you have completed. Your responses will help identify specific issues or concerns that need more attention. Please complete the form and give it to:

NAME: _____ DATE: _____

1. How would you describe your understanding of RBS Career Education? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

2. How would you describe your understanding of the goal of the Career Development Component? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

3. How would you describe your understanding of the goal and objectives for Career Exploration? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

4. How would you describe your understanding of the goal for Career Specialization? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

5. Describe any additional information about RBS Career Education and the Career Development Component that you need in order to have a better understanding of your role.

   _____

   _____

   _____

CAREER DEVELOPMENT COMPONENT
STAFF TRAINING SESSION EVALUATION
TRAINING SESSION NUMBER ONE

During this session, you have received training in the procedures that you will use to identify and recruit community resources, and to organize community resources for Career Exploration. Your responses to the following questions will enable us to determine the effectiveness of the training session and will allow us to focus attention during the next session on problems identified by you. Please complete the form and turn it in to the session leader.

NAME: _____ DATE: _____

1. How would you describe your understanding of the overview of the Career Development Component and the procedures for implementation of the Component in the School? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

2. How would you describe your understanding of the processes, procedures and the use of materials in identifying and recruiting community resources? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

3. How would you describe your understanding of the processes, procedures and materials in formulating a clustering plan for Career Exploration? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

4. How would you describe your understanding of the sequence in which each of these products is used? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

5. How would you rate this training session? Check one:

Excellent_____
Good_____
Fair_____
Inadequate_____

6. Please describe any specific issues or concerns that you might have which you think should have been presented but were not.

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CAREER DEVELOPMENT COMPONENT
STAFF TRAINING SESSION EVALUTION
TRAINING SESSION NUMBER TWO

During this session, you received training in the procedures you will use to perform resource-site analysis and develop instructional programs for Career Exploration and Specialization. Your responses to the following questions will enable us to determine the effectiveness of the training session and to provide additional information as needed. Please complete the form and turn it in to the session leader.

NAME:_____ DATE:_____

1. How would you describe your understanding of the purposes, processes, procedures and materials for performing resource site analysis? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

2. How would you describe your understanding of the processes, procedures and materials for developing instructional programs for Career Exploration? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

3. How would you describe your understanding of the processes, procedures and materials for developing instructional programs for Career Specialization? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

4. How would you describe your understanding of the sequence in which each of these products are to be used? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

5. How would you rate this training session? Check one:

Excellent_____
Good_____
Fair_____
Inadequate_____

6. Please describe any specific issues or concerns that you might have which you think should have been presented but were not.

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CAREER DEVELOPMENT COMPONENT
STAFF TRAINING SESSION EVALUATION
TRAINING SESSION NUMBER THREE

During this session, you received training in procedures you will use to train resource-site staff and discussed procedures for monitoring learning activities and establishing the information flow. Your responses to the following questions will enable us to determine the effectiveness of the session and provide additional assistance where necessary. Please complete the form and turn it in to the session leader.

NAME: _____ DATE: _____

1. How would you describe your understanding of the processes, procedures and materials for training resource site staff? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

2. How would you describe your understanding of the processes and procedures for managing and monitoring student learning activities? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

3. How would you describe your understanding of the processes and procedures that are involved in formulating an information flow? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

4. How would you describe your overall understanding of these training sessions? Check one:

   Excellent_____
   Good_____
   Fair_____
   Inadequate_____

5. Please describe any specific issues or concerns that you might have which you think should have been presented but were not.

STUDENT ASSESSMENT QUESTIONNAIRE

I. PURPOSE OF THE STUDENT ASSESSMENT QUESTIONNAIRE

The Student Assessment Questionnaire has been designed for the following purposes:

a. To provide each participating resource site with relevant student feedback concerning its instructional programs in Career Exploration and Career Specialization.

b. To provide student input into decisions affecting revisions, modifications, and/or continuance of employer programs.

c. To provide a means by which student acquisition of world-of-work knowledge can be determined.

d. To provide a means by which student responses can be utilized by resource coordinators in assessing the progress of students.

II. ADMINISTRATION OF THE QUESTIONNAIRE

Resource coordinators are responsible for administering the Student Assessment Questionnaire (SAQ). The following procedures have been formulated to facilitate the administration of the SAQ. They are:

a. Career Exploration

1. Resource coordinators should administer the SAQ during the last half-hour of the last day that students attend each resource site participating in each cluster. Administration of the SAQ should be done at the resource site.
2. Resource coordinators should insure that the student's name, name of the site, resource coordinator's nae, and the date that the SAQ was completed appear on the form.
3. After students have completed the SAQ, the resource coordinator should collect them and follow the procedures as outlined in section III.

b. Career Specialization

1. Resource coordinators should administer the SAQ within three days after each student has completed or has been withdrawn from a Career Specialization.
2. After each student has completed the SAQ, resource coordinators should follow the procedures as outlined in Section III.

III. PROCESSING STUDENT ASSESSMENT QUESTIONNAIRES FOR DISSEMINATION

Resource coordinators are responsible for processing and disseminating student responses to the SAQ to each resource site coordinator in each cluster course that they are responsible for.

a. Career Exploration

1. Attached is a Composite Response Form (CRF). This form necessitates the transfer of student responses from the SAQ to the CRF in a summary form. Questions on the Composite Response Form parallel those on the SAQ.
2. In order to transfer student responses from the SAQ to the CRF, resource coordinators should look at each student response to each question in the SAQ.
3. Collectively, the responses to each question should be summarized as succinctly as possible, keeping in mind that the summarized statement reflects a total student viewpoint.
4. After each question in the CRF has been completed, file each student's SAQ in his/her appropriate folder.
5. Resource coordinators should arrange a meeting with each respective resource-site coordinator to review the summary of responses contained in the CRF.
6. Finally, a copy of the CRF should be placed in the school administrations files.

b. Career Specialization

1. Resource coordinators should prepare a cover letter to each resource site participating in Career Specialization who appeared on an SAQ. A copy of the SAQ should be attached. The letter should explain the purpose and intent of the SAQ.
2. A copy of the SAQ should be kept in the resource coordinators' files and one copy should be put in the student's appropriate folder.

STUDENT ASSESSMENT QUESTIONNAIRE

Your Name _____

Name of Resource Site _____

Resource Coordinator's Name _____

Date Completed _____

As a result of your experience at this site, the site coordinator, his/her staff, and your resource-coordinator are interested in obtaining your assessment of the learning activities that were provided for you.

Please answer briefly the following questions with complete sentences. After you have completed the questions, your resource coordinator will collect them.

1. a. Describe as best as you can how this program was organized.

_____

_____

_____

_____

_____

b. Did you get to do things as well as listen? If not, how, in your opinion, might more activities have been worked into this program?

_____

_____

_____

_____

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_____

2. a. Describe as best as you can the major job areas that you learned about.

b. Did any of these job areas really interest you? How would you have to prepare yourself for that job?

3. Did you feel that the staff who presented the program were aware of your needs and interests?

4. What suggestions do you have for making this a better program?

FOR YOUR INFORMATION

FOR YOUR INFORMATION

CAREER EXPLORATION

As a student in the Career Development Program, you will be expected to participate in one Career Exploration *each quarter.* It is important for you to understand what a Career Exploration is, what you will learn in it, and what your responsibilities will be toward it.

What Is A Career Exploration?

A Career Exploration is a course which you will attend one full day each week away from school. Before the start of each new quarter you will be asked to select a cluster. This cluster is made up of a number of businesses or organizations providing similar sorts of jobs and careers. For example, you might select the Art Cluster. In this cluster you would spend time in learning experiences at places where people are commercial artists, designers and photographers. The course which is constructed around these learning experiences is called a Career Exploration. Your Career Exploration will last one quarter and will be taught by people who are employed by the business or organization that you will be attending.

What Will You Learn In A Career Exploration?

Career Explorations have been designed to provide you with information about careers which are available to you in each occupational cluster. Included in what you will learn in your Career Exploration are:

1. What you will need in terms of education and skills to begin a career in that field;
2. What skills you will have to develop to progress in that career;
3. What rights and responsibilities you would have in jobs related to that career; and
4. What financial awards and benefits that career can provide.

At each business or organization you visit you will receive as much "hands on" experience as possible. You will be encouraged to ask questions which concern you about a career in that field. As a result of taking a Career Exploration you should be able to decide whether or not a career in that field interests you or "turns you off."

What Will Your Responsibilities Be Toward Career Exploration?

Your responsibilities toward your Career Exploration are similar to your responsibilities in any course you take. YOU WILL BE EXPECTED TO ATTEND REGULARLY AND ON TIME. The fact that your Career Exploration is not at your school and can be almost anywhere in the area means that you will have an increased

responsibility in the areas of attendance and promptness. You will be learning in a place of business or in a public institution. This means that you will be expected to behave in an appropriate manner and present an appearance which you feel is suitable to the place where you will be learning. Of course, you will be responsible for all classwork and assignments required by your instructors.

CAREER SPECIALIZATION

What Is The Next Step?

As you go through the activities of one or more Career Explorations, you will have gained much broad knowledge of the world of work in terms of what it is, what it can do for you, and what responsibilities you have to assume to become a part of it. As a result of Career Exploration, or perhaps through long-standing interests, you may want to investigate a specific occupational area. The Career Specialization program will give you the opportunity to do just that.

What Is A Career Specialization?

A Career Specialization is an activity that will provide you with a focused hands-on experience, within a community resource site to test specific job interests and work towards real-life goals. The entire activity is build upon your interest and what you feel you need to test-out this interest. Each specialization is different. The search for a community resource site and the design of the activity begins when you show you are ready for the experience. The kinds of things you do and the amount of time you spend in Career Specialization vary from one person to another. Each Career Specialization lasts at least one quarter, but may be extended beyond this time, if desired. The instructors for this activity will be your co-workers at the community resource site.

What Will You Learn In Career Specialization?

Career Specializations are designed to give specific information about a job area through doing that job in an employer's site. You will work next to a regular worker and talk over the good and bad features of the job. You will learn how the workers feel about the job as well as how they do it. For the time that you spend on the employer site, you will be treated as one of the job force. *You will not be paid for your work.* What you do in your Career Specialization will be designed to give you specific information about the job area to help your decision making and not to profit the employer.

What Will Your Responsibilities Be Toward Career Specialization?

The same kind of responsibilities and obligations that are expected of participants in Career Explorations apply to Career Specializations. YOU WILL BE EXPECTED TO ATTEND REGULARLY AND ON TIME. You will be at a

community resource site, and your safety requires strict adherence to rules and regulations. However, in Career Specialization you have two added responsibilities. One, you must participate in designing the experience. Two, you must produce an end-product that relates to your specialization experience.

What Is An End-Product?

An end-product is an idea or a presentation that you will produce that reflects the period of time that you have spent in your specialization experience and relates to the job area or career that you have been exposed to. The end-product can take the form of a written report, an oral presentation, a new creation, a series of photographs, a new design, or a suggestion that might improve the quality of one's life or improve upon the product or things that the community resource site produces.

Whatever you decide to produce, talk it over with the resource site coordinator and your resource coordinator. Both of these individuals can provide you with good suggestions and ideas. Remember, your resource coordinator and resource site coordinator stand ready to help and guide you throughout your specialization experience.

Before you begin your Career Specialization experience, a contract will be written between you and the community resource site. This contract will include the following information:

- rights and responsibilities of you and the community resource site
- what kinds of things you are going to do
- the amount of time you will spend on site
- how your performance will be judged
- what kind of end-product you will produce

A Career Specialization can be very exciting and informative. If you desire additional information concerning how you might get involved in a specialization, see a resource coordinator.

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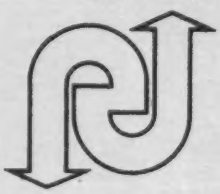

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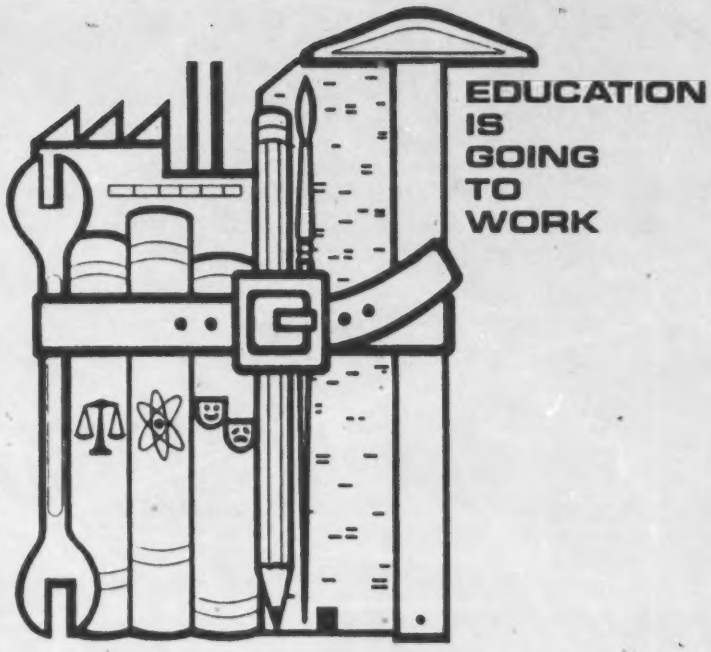

IDENTIFICATION and RECRUITMENT of COMMUNITY RESOURCES

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

CAREER DEVELOPMENT COMPONENT: GENERAL INFORMATION HANDBOOK

ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: RESOURCE SITE ANALYSIS

ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION

TRAINING COMMUNITY RESOURCE SITE STAFF

IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES was prepared by Bruce G. Baron and Robert L. Holden.
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INTRODUCTION

RBS CAREER EDUCATION is a program for high school students and a program to help schools organize for continuing career education development efforts. The program involves the introduction of three instructional components into the high school curriculum: CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER (ARC). The program also involves the establishment of a cooperative relationship between the school and the community to implement, develop, and expand opportunities for students to learn through experiences outside the school.

The goal of the CAREER DEVELOPMENT component is to increase student understanding of, preparation for, and access to the career opportunities available to them, as well as community participation in and understanding of the educational process. The component is designed to provide the schools and community participants with procedures to organize a network of out-of-school resources for two kinds of activities for students: *Exploration* and *Specialization.* These learning activities are developed by school staff in cooperation with interested people in the community. The activities are conducted by these community resources, using their own facilities, under the supervision of school staff.

This guide discusses the *identification and recruitment of community resources* (i.e., individuals, agencies, businesses, colleges, and unions) by the school to participate in the on-going development and operations of the CAREER DEVELOPMENT component. The identification and recruitment of community resources is the first assignment for the staff of the CAREER DEVELOPMENT component (the resource coordinators) after the completion of their training. This guide is designed to assist both them and the school administration with this step in the implementation process. While the focus of the guide is on the initial organization of those resources required to implement the program, the identification and recruitment of community resources will be a continuous activity as the program seeks to extend its services for students and the community.*

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*See: *Career Development Component: General Information Handbook* for an overview of the staff roles and processes involved in component implementation, and as background for this guide.

IDENTIFICATION AND RECRUITMENT IN RBS CAREER EDUCATION

One of the basic assumptions of RBS CAREER EDUCATION is that the continuing development and extension of experience-based career education programs can be sustained only through the cooperative efforts of the school and the community. The identification and recruitment of community resources is a crucial step in the implementation of both the CAREER DEVELOPMENT component and the program as a whole. Without community participation, neither the operation of the first nor the continuing development of the second is possible.

In the RBS program, community resources are sought for a number of activities:

1. to advise the schools on the continuing development and operation of the program (e.g., as part of a community advisory group).
2. to assist the schools with the development of program content and/or the establishment of needed support (e.g., as a community liaison or a sponsor of a clearinghouse service to inform and/or place participants).
3. to participate in the development and operation of Exploration programs.
4. to participate in the development and operation of Specialization programs.
5. to participate in the development and operation of programs extending experience-based learning opportunities throughout the school curriculum.
6. to participate in the development and operation of new programs to articulate uses of available resources to meet individual student needs and interests.
7. to assist the schools and the community in the identification and advocacy of organizational and legal reforms necessary to promote effective utilization of community resources for the educational process.

Community participation has been limited in the past by difficulties in cooperative relations. While the central issue causing such difficulties is the genuineness of the relationship itself, a number of variables have come into play as well:

1. Schools are frequently unrealistic in their expectations of the community.
2. School and community participants are often unwilling to compromise organizational constraints to promote program goals.
3. Community participants are often fearful of students and of their abilities to work with students.
4. School and community participants are sometimes ignorant of each other's work and suspicious of each other's competencies.

5. Community participation is rarely recognized by the schools or supported in staff time, financing, and policy.

6. Programs within and across districts are increasingly competing for available community resources, without any coordination among them, and pressuring known participants rather than seeking more equitable distribution of responsibility throughout the community.

The RBS program has been designed to provide both an agenda for action and the kinds of organizational support and direction which will promote participation toward the program's goals for students. The establishment of the resource coordinator team and the essential roles given to participants in both the development and operation of the program are important steps for assuring community resources of a responsive and supportive relationship with the schools. The initial implementation objectives (e.g., Exploration program development), as well as the longer term program objectives (e.g., more effective use of available resources) are likewise priorities shared by potential participants.

No set of procedures, however, can displace the basic requirement for school and community to communicate and understand the issues. No program design can overcome the need for local commitment to cooperative action.

In determining the feasibility of the program, the school administration must assess the capacity and commitment of the school and the community for the continuing effort RBS CAREER EDUCATION involves. Such deliberations should involve potential participants and their representatives as well as school personnel, both to promote communication and understanding of the issues and to start the effort with the very cooperative action it seeks to promote.

In RBS CAREER EDUCATION, the identification and recruitment of community resources is a process of communication and cooperative action. It is a step in the organization of the school-community relationship. The success of the identification and recruitment process must be measured not simply in terms of the achievement of some threshold level of participants with which to implement program operations, but in terms of the commitment of participants to work toward the realization of the potential of that community for the continuing improvement of the educational process. The schools will obtain participants for operational concerns in any event, as a result of interests in helping students, in being involved, in escaping bad public or professional opinion, and in having something new and different to do. The basis of the RBS approach, however, is that to sustain community involvement and, indeed, to realize its potential, the school-community relationship must move beyond operational services to the community concern of improving the schools.

PROCEDURES

The identification and recruitment of community resources is the first assignment for the staff of the CAREER DEVELOPMENT component (the resource coordinators) after the completion of their training. The identification and recruitment process has three basic objectives:

1. to publicize the program and the issues it involves throughout the community;
2. to survey community opinions about the educational process, the effectiveness of the schools, the needs of students, and the potential of community participation;
3. to obtain a threshold level of potential community participants to satisfy the numbers and interests of the potential student population and to meet the requirements of program goals (e.g., the breadth of learning opportunities desired for Exploration activities).

The identification and recruitment process is esentially the first real test of the program's practicability in the community. The school administration's assessments of program feasibility can only be sustained by success in recruitment. This step in the implementation process discloses the real commitment of the community and the school to the program.

The identification and recruitment process involves eight steps which follow on the feasibility-determination activities of the school administration:

1. Definition of Operational Policies.
2. Determination of Recruitment Policies and Targets.
3. Initial Contacts and Advocacy.
4. Group Meetings and Presentations to Potential Participants.
5. Follow-up Meetings and Presentations.
6. Recordkeeping and Initial Organization.
7. Supplemental Recruitment.
8. Continuing Activities.

These steps will involve the resource coordinators, the school administration, and any individuals or agencies in the community willing and able to assist the school with the process. Once this cooperative action has succeeded in promoting community participation with respect to both operations and continuing development, the coordination and expansion of community participation locally and regionally should become the responsibility of a distinct school-community agency.*

*At the pilot site, the schools and the regional chamber of commerce are developing a computer-based clearinghouse to identify available resources and coordinate requests for use by schools throughout the region. The results of this effort should be available by 1977. The development and operation of such clearinghouses require extensive preparation by school and community participants.

Definition of Operational Policies

In determining the feasibility of the RBS program, school administrators, usually in cooperation with community representatives and RBS Technical Assistance staff, will be evaluating the various characteristics of the program in terms of the interests and limitations of their local communities. The initial considerations underlined by the program's information materials must be translated into some operational framework that seems workable locally for the program to be feasible. There must be some sense of sufficient staff and funds and time and flexibility and community interest. There must also be some sense of how the available resources of the school and the community can be combined in the implementation of the program.

RBS Career Education: Implementation Planning Guide outlines this process of translation from the RBS program to a new site, and emphasizes the importance of local adaptations for the continuing development of the program. The pilot program is indeed only a model and a set of experiences against which to measure local approaches. Each site must adopt or adapt practices of the pilot program consistent with local conditions and overall program goals.

The operational framework developed at each site is essentially a statement of the policies and conditions which the school administration has come to believe best govern the implementation and continuing development of the program in that community. It reflects the school administration's evaluation of resources within the school and throughout the community. It delineates the parameters which the implementation of the program will follow: e.g., the schools will assign three staff members to a resource coordinator team; the program will be initially limited to one hundred students; students will be permitted to participate in career development activities outside the school for credit up to ten hours per week; only Exploration activities will be implemented the first year; or, community participants will be responsible for all grading and attendance reports.

The school must have a clear definition of these operational policies before initiating any identification and recruitment of community resources. While potential participants will welcome the opportunity to be involved in the initial feasibility determination process, once a decision has been made to adopt the program they will expect and demand a clear statement of what the program is, what it is trying to accomplish, and what is being asked of them. Resource coordinators must be able to answer practical questions about program operations if they are to build a confident, cooperative relationship with community resources. The policies may change, and should change, as a result of participant suggestions during the implementation process and as a result of operational experience. Nevertheless, if the schools have not *done their homework* by preparing for program implementation, community resources will usually be slow to agree to participate in the program.

The operational policies controlling program implementation and continuing development should be a major topic in staff training. The community resources who helped the school administration develop the policies should be involved in the training sessions to discuss the reasons for and the implications of the policies from the perspective of potential community participants. One objective of these discussions is to provide some foundation for the development of the resource coordinators' presentations to potential community participants. Another is to impress on the school staff the importance of both school and community needs in the development of operational policies and practices and in their revision.

The definition of operational policies provides the resource coordinators with a blueprint. The success of the program will depend on their ability to read into that blueprint the school administration's intent and to adapt it to meet special conditions in the community.

Determination of Recruitment Policies and Targets

The first step in the identification and recruitment process defines the parameters of the program for which resources are sought. The second step is concerned with the determination of policies and targets for the recruitment effort itself. This step involves the development of a strategy to inform and recruit potential participants, further assessment of community resources, and the assignment and scheduling of staff.

The development of the recruitment strategy is, in the RBS approach, a cooperative activity involving the school administration, the resource coordinators, and the community liaison. The community liaison is an individual or an agency with sufficient credibility and contacts in the community, as well as interest in the program, to assist the school in the identification and recruitment of community resources.

Each community has its special requirements and style for the initiation of school-community projects. The steps outlined in this guide are representative of the pilot site, and their applicability must be evaluated in terms of local practice. The community liaison is a local expert on the community and expands the school's capability to understand and act within these requirements. The primary function of the community liaison is to bring the school and the community together; although this role may also include providing a detached sounding board for school and community participants toward continuing program development and organizing the development of a formal clearinghouse for school-community projects.

At the pilot site, the program was implemented for a limited number of students, initially focused on Exploration program development, and recruited community resources *within the region* with particular emphasis on larger agencies and companies. The regional chamber of commerce acted as the community liaison, providing the organization and contacts for initial meetings and presentations, with follow-up done by school staff with the cooperation of school board and chamber personnel. Materials and forms were developed for these presentations, although the program maintained a fairly low profile.

The initial targets of the recruitment process were community resource sites. The program sought to obtain a policy commitment from an entire enterprise before personal commitments from interested individuals. The program thus worked through the structure of the enterprise to identify and train individual participants and to organize and develop activities at that site. Only when recruitment for Specialization activities was begun were individual targets identified. The advantage of this approach is in the ability and authority of policy makers to commit a wide range of resources to program development and operations, as well as in the continuity it warrants for these activities as individual participants change.

The pilot program assumed that by implementing the program on a limited basis it could test operational practices and capabilities while developing local capacity and interest to expand the program. The community liaison provided initial opinion leadership to recruit the threshold level of community participation, and the

experience and advocacy of the participants provides the basis for further expansion of the program. The RBS model was thereby used as the basis for program installation, while the basis for continuing development and expansion of the program is the participants' adaptation of the model, consistent with local conditions.

At the pilot site, the staff could recruit from a large population of resources those with the best potential of fulfilling the program's operational and developmental goals. The more usual problem is to identify and recruit from a small population a sufficient number of resources to operate the program on some scale while searching for partners for larger, regional activities in the future (this would be true even where different schools initially organize a multi-district program).

The resources which are available locally or regionally affect both the definition of operational policies and the recruitment process, most particularly with respect to the implementation of Exploration activities. The organization of *Exploration* into a series of mini-courses representing the range of career opportunities assumes a sufficient number of resources to provide such a series of courses (usually for small groups of students).*

While the series of courses suggested in the model (i.e., its *clustering schema*) is well suited for community-based programs, the resources available for particular course areas may be limited in many communities because of the concentration of resources at a single site, or the distances among sites, or, simply, the lack of such a resource. Some assessment of local conditions limiting *Exploration* should have been made by the school administration in determining program feasibility and defining operational policies. This assessment must initially guide the recruitment process. This assessment, nevertheless, must be constantly re-examined as the implementation of the program proceeds, in an effort to obtain the most representative series of learning opportunities possible in the community.

The foregoing discussion implies three basic points about the determination of recruitment policies and targets:

1. that the schools need the assistance of a community liaison in planning for recruitment;
2. that recruitment plans should reflect both short-term and long-term program objectives; and
3. that recruitment is a step in program development in which the implications of community characteristics further define necessary adaptations in the instructional and administrative organization of the program.

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*The experience of the pilot site suggests that community resources are unwilling to participate in *Exploration* unless courses enroll at least ten (10) students each.

Six points dealing more with the procedural issues of recruitment are also suggested by the experience of the pilot site:

1. Recruitment must be a deliberate, organized activity, both to avoid duplication of effort and to demonstrate the commitment and credibility of the school and the effort.
2. Recruiters should include representatives of the school and the community, working often in teams, again to demonstrate commitment and credibility and, indeed, to provide some social pressure to participate.
3. School staff must have the responsibility for finally recruiting a site, with the resource coordinator doing the recruiting assigned the future liaison responsibilities between that site and the school, in order to develop the personal commitment of staff to individual sites and the professional relations between school and community staff.
4. Recruiters must have some materials for potential participants and for public presentations which reflect both the national character and credibility of the enterprise and the local commitment to and direction for the program, and therefore will have to develop and produce some handouts.*
5. Priority targets for recruitment are those resources which can provide needed content for the instructional goals of the program and/or the commitment and leadership required to sustain the continuing development of the program.
6. Recruiters must take care to *touch bases* with non-priority targets toward future participation objectives and avoid the identification of the program with any single group of resources.

The recruitment process provides further opportunity for the school to demonstrate its commitment to develop a more effective and cooperative relationship with the community. The policies governing this effort and all of the school's contacts with the community must be responsive to past failures and future needs. The process must represent a positive change.

One particularly sensitive area, for both school and community participants, will be the relationship of this program implementation effort to existing school-community activities. Most schools will be operating a number of school-community programs, in which a number of community resources will have longstanding and definite interests. The extent to which the adoption of this

*In addition to the materials in the RBS CAREER EDUCATION LIBRARY, a number of publications on Career Education are available from national organizations and governmental agencies, including many cited in program materials: e.g., *The Community is the Teacher* (from the National Institute of Education); *EBCE: A Design for Career Education* (from the National Association of Secondary School Principals); and *Career Education* (from the Chamber of Commerce of the United States).

program affects the operations of those programs is a basic issue of school administrative policy. However, the existence of such programs must affect and, to some extent, limit the recruitment effort here. This program should neither compete with existing activities for participants, nor seek to add this effort to those already competently undertaken by community resources. Certainly some present participants, particularly if they are involved in the adoption process, will want to include this program in their activities with the school. Community resources with experience with several different programs are especially able to advise the schools on the revision and coordination of these different efforts to best realize program goals and the potential of available resources. However, if one policy consideration stands out from the experience of the pilot site with community participants it is that *the central community concern is not what more can be done for the schools, but what can be done to make the schools better.*

Two additional issues affecting recruitment policies and targets, which must be decided early on, are the role of school staff in the process (including the number of staff) and the time lines for various stages in the process. In the RBS approach, the participation of both school and community personnel in the organization and recruitment of participants is emphasized, with the community representatives taking the lead in program publicity and initial contacts, and the school staff taking the lead in the follow-up presentations and actual commitment of resources. The time required for recruitment will vary with the size of the implementation and the community, but will usually be no less than three months.

In determining the role of school staff in the recruitment process, some differentiation must be made between the role of the school administration and that of the resource coordinators. School administrators (superintendents and principals) must participate in the recruitment process to lend it some authority as a demonstration of school commitment to a new policy of relations with the community. The school must involve staff at the same levels of authority as community participants involved in recruitment negotiations, while taking care to use such personnel sparingly so as not to dilute their impact. In the RBS program, the administration role in recruitment comes at the early stages of the process, in organizing community participation in the decisions to adopt the program and begin the implementation process. The administrators remain the school personnel to whom opinion leaders and community administrators will relate and direct their inquiries.

The role of the resource coordinators in recruitment is to assist school administration in winning the support of the community and, particularly, is pursuing interests in participation toward a formal commitment to participate and the assignment of community personnel to initiate program development activities. In the early stages of the process, the resource coordinators will be involved in preparations for group meetings and follow-up: drafting presentation materials and handouts, learning more about the characteristics of the community. Once the formal contacts with potential participants begin, however, the resource coordinators become symbols of the support and commitment of the school for the

overall program development effort. Their participation in all further contacts is essential both to further demonstrate this commitment and to develop the personal relationships between school and community needed to sustain any long-term development effort. The resource coordinator involved in the recruitment of a site becomes the resource coordinator working with that site on program development and all future operational and continuing development concerns.

The school must allocate sufficient staff and sufficient time for follow-up sessions and for the development of school-community staff relations. There must be enough resource coordinators to handle both the number of follow-up sessions and, eventually, the number of community participants in the program. The experience of the pilot program suggests that a single resource coordinator can handle the recruitment and continuing liaison of no more than nine (9) participating resources, the number comprising three (3) Exploration mini-course programs. The time required to recruit community participants will vary considerably. The most time consuming activity will be scheduling appointments for meetings. The experience of the pilot program suggests that at least one month will be required for informal organization and planning activities, one month for formal contacts and group meetings, and one month for follow-up and commitment. The more time invested in community participation in initial feasibility and operational policy questions, the less time will be required for participant recruitment.

The recruitment of community resources for Exploration activities should be completed in time to provide interested students with information about projected activities and in time to permit school and community staff to develop such activities and information materials about them for students. The time lines required will vary with the numbers of students and activities involved; however, the experience of the pilot site suggests that no less than three months of cooperative development will be required from the completion of recruitment activities to the initiation of program operations.

Initial Contacts and Advocacy

From the time the school administration begins considering the adoption of the program, community representatives should be involved. While the school staff and the board of education can be advocates for the program in the community, active participation in the decision to take on the implementation of the program is by far the best way to initiate local interest in recruitment and continuing development. Participating representatives will develop some identification with the program and provide the school with some contacts and social leverage for recruitment meetings and presentations. Once the decision to adopt the program has been made, the school and any community representatives participating in the decision should begin to contact potential participants and to present the case for the new program.

The need and methods for such initial contacts and advocacy is largely a matter of the characteristics and style of individual communities. The school will often have an open relationship with the community eliminating the need for any intermediate steps between adoption and the public recruitment sessions. In many cases, however, the available resources may be distant, both physically and personally, from the schools, requiring some intermediate to induce them to listen. In still other cases, the community may have certain opinion leaders whose support for the effort is a political necessity or of great value in carrying the support of others.

The school board itself will often have sufficient authority and credibility in the community to provide the program with assistance needed to prepare potential participants for the recruitment effort. The community liaison will more often perform this task, and the pilot site experience suggests that such an external agent is more effective. A community advisory group, representing school and community participants, parents, and students is also an effective resource for this task.

The constituencies of these groups overlap and the groups will be doing pretty much the same things in support of the program: talking to people, trying to persuade them about the effort, referring them to other supporters in the community, using personal leverage to get them listening and involved. The three groups together represent the public, social, and private interests of the community, and, to the extent their efforts are unified by some shared policies and some good organization, the recruitment process will be less concerned with the sufficiency of community interest in the program.

The implementation of the program will require continuing advocacy. The recruitment of participants for the CAREER DEVELOPMENT component is only one part of that effort: contacts must be established with the home and within the school itself as much as with potential participants.

The experience of the pilot site suggests one particular danger in both this initial contact phase and throughout the recruitment process: that those contacted will not in turn begin to consult the other individuals at their site who may eventually be involved in the program. To a great extent this danger may be avoided if the program advocate asks the person contacted to discuss the program with others and to bring other site representatives to meetings. It may also be avoided by initially contacting individuals who will probably have operational responsibilities and have

sufficient internal leverage to commit the site to the program. However, the tendency of internal staff seems to be to avoid such responsibilities and the executive mandate appears to be the best if not a perfect route to recruitment. Resource coordinators will thus often be confronted by people assigned to the program for the development activities by interested executives. Consequently, these *actual participants* will have to be *recruited* in still another cycle of activities.

Group Meetings and Presentations to Potential Participants

Once the school administration is satisfied through informal consultation and contacts that there is sufficient community interest in the program, formal contacts may begin, directed toward actual commitments to participate. The first of these formal activities is, in the RBS approach, a series of meetings with groups of people controlling resource participation (e.g., agency heads, executives, and union leaders).

The purpose of these group meetings is to again inform potential participants and further demonstrate the school's commitment to the program and to more cooperative relations with the community. The meetings are also directed at identifying those individuals at each site with whom the school staff will finally negotiate the site's participation. The group meeting format has two major advantages: (1) economy of time, and (2) social or professional pressure to participate. The group meeting format will have no disadvantages where the school administration has properly prepared the audience through involvement in the previous steps. There should be no big surprises for the audience.

The sessions should be scheduled at times which suggestions from potential participants in the previous steps suggest are convenient. The sessions should be held at the school or some other public meeting place. The audience which should be invited to these sessions are those policy makers with the authority to commit community resources to participation in the program, accompanied, where possible and where the person is not the policy maker, by the individual to whom operational responsibilities would be assigned were the site to participation in program implementation: e.g., public relations or personnel officers. The specific list of people to invite should be based on the results of initial contacts and the advice of the community liaison; however, resources who have indicated an interest in the program but a disability to participate initially should also be invited, both to sustain their interest in and contacts with the program and to avoid embarrassing them in any way.

The agenda for these group meetings consists of four basic items:

1. An introduction and advocacy of the program by the community liaison and other community representatives;
2. A discussion by school administrators and program staff of the program, the implementation activities, and projected operations and continuing development;
3. Audience participation: questions and answers;
4. Summary of the discussion by the community liaison, with a request for the audience to fill out *Community Interest Forms* before they leave.

The *Community Interest Form* is the first concrete expression of participant commitment, as well as a gauge of the effectiveness of the recruitment effort. The form simply asks for a formal indication of site interest, particularly with respect to Exploration and Specialization activities, and for the name of the person who will handle any further negotiations. A copy of this form is contained in the Appendix of this guide. A sufficient supply of these forms should be on hand for these sessions. The school staff should also prepare some handouts or brochures about the local project, including a summary of operational policies. The RBS program's administrative guides (particularly *RBS Career Education*) may be useful for potential participants wanting more in-depth information about the program; however, they are not intended for use in these sessions.

The audience discussion at these group meetings is quite important for the continuing development of the program. The discussion provides the program staff with a greater awareness of the priorities and issues affecting community participation and of the support they will have to provide if the program is to succeed. The discussion also provides the participants themselves an opportunity to discover shared interests with respect to school-community relations toward the development of the inter-resource relationships necessary for the expansion and refinement of program activities. The meeting is thereby a demonstration of potential support for the effort not only from the school but from other participants as well.

The responses to the meeting, on the *Community Interest Form,* should be followed up initially by the community liaison. The community liaison should call interested participants to schedule meetings between the site negotiator and program staff. The community liaison should call uninterested participants to discuss their anxieties about the program, and should report any implications of such opinions to the school administration toward necessary program revisions.

Follow-up Meetings and Presentations

This step in the recruitment process is the first field activity for the resource coordinators. The objectives of this step are the formal commitment of site participation, the designation of the site's continuing liaison with the program (the *resource-site coordinator*), and the initiation of the development of Exploration activities at the site. Progress toward these objectives is documented on the *Community Interest Follow-up Form* (see Appendix).

The number of follow-up sessions required and the agenda for each session depend on the contact person designated at the group meeting. In many cases, the contact person will be the policy maker, wishing additional or more concrete information about site participation before commiting resources. In some cases, the contact person will be an intermediate policy maker who will be responsible for the site's participation in the program but not operationally involved. In a few cases, the contact person will be the eventual resource-site coordinator. The community liaison's telephone follow-up on the group meetings should suggest the need for the presence of the eventual resource-site coordinator at these follow-up sessions. However, resource coordinators should be prepared to make a series of follow-up presentations to people at different levels of responsibility and interest at each site.

The resource coordinator should confirm by phone the appointment made by the community liaison. If the contact person is the original policy maker, the resource coordinator and the community liaison may attend the session, depending on local styles and the assessment of the community liaison after the follow-up calls.

Each follow-up session will involve some repetition of the group meeting presentation, particularly where new people are called in. The policy maker may indeed use these individual follow-up sessions as a medium for involving personnel in decision-making about the site's participation. All follow-up presentations must seek to put the concept of the program into some concrete operational perspectives, especially where people with potential operational concerns are present. The presentations must be realistic about the demands on personnel for program development as well as for program operations, both honestly inform potential participants and to underline the need for internal incentives and support for participating personnel from management. The presentations must also be realistic about the responsibilities of the resource coordinator in providing support for the community participants. The sessions should outline the steps in the implementation process, the schedule for completing these steps, the characteristics of the probable student population, and operational policies affecting community resources.

The follow-up sessions with the designated resource-site coordinator are particularly important for the continuing development of the program. The relationship between the resource coordinator and the resource-site coordinator is the primary basis for all program development activities. The resource coordinator must be supportive of the resource-site coordinator and schedule sufficient time to deal with initial questions and problems. While training sessions will be provided for

the resource-site coordinators as part of the development process, the initial contacts between these representatives of the school and the community resource must be constructive. The resource-site coordinator is the single most powerful person at any site to help the program to succeed or to destroy the site's interest and confidence in the program. The success of the program depends to no small degree on the ability of resource coordinators to achieve the confidence and potential of the resource-site coordinator.

Recordkeeping and Initial Organization

The recruitment process is a major source of information about the community, potential participants, and limitations on program operations. It is also a process for which the school staff must have the best information available in order to work in a credible way with potential participants.

Three kinds of recordkeeping activities are particularly helpful in capturing information from the recruitment process and organizing information for the recruitment process and for subsequent steps in the implementation of the program:

1. Individual files on community resources.
2. Recruitment schedules and contact logs.
3. Worksheets analyzing recruitment needs and program status.

Individual Files on Community Resources

In the determination of the program's feasibility and the recruitment policies and targets, the school administration, with the assistance of community representatives, will have conducted some initial surveys and analyses of community resources capable of sustaining the program. Some assessment of the kinds of resources available in the community is also a prerequisite for the definition of the operations policies guiding the recruitment effort. These investigations of community potential will involve the personal knowledge of the people involved as much as the use of published materials (e.g., federal or state labor reports); indeed, outside sources will often be completely unavailable with the possible exception of the *Yellow Pages*.*

The information developed through these investigations is the starting point for the resource coordinators' development of the knowledge base about the community which is to guide the continuing development of the program. The school must organize and update this information for the various needs of the resource coordinators in the supervision and continuing development of the program, indexed and cross-indexed according to those categories defining school-community relationships and program objectives.**

One approach to organizing the information is to establish a file for each community resource (individual or site) as they are identified, with all activities with that resource reported in that file, and the file either referencing or accompanying

*At the pilot site one of the values of working with the regional chamber of commerce as community liaison was their continuing work in surveying community resources and existing analyses of potential participants.

**If possible, school staff should prepare an index or *Yellow Pages* of community resources based on their investigations. Such an index would be useful as a quick reference for recruiters as well as for the development of any clearinghouse activity later on. The *Career Exploration Catalog* (see the Appendix of *Career Guidance Component: General Information Handbook*) is one kind of index. The Job Index approach used in the *Catalog* can be used to describe non-participating as well as participating resources, or adapted to index resources according to location, student interests, or any other category scheme. The *Catalog* also provides some good illustrations of recruitment targets for specific clusters.

those of other resources involved in the same activities. At the pilot site, files on community resources were organized by the *Exploration clusters* in which they participated, with a separate annotated file of Specialization participants.

The establishment of such files provides the resource coordinators and everyone else involved in the recruitment process with a central clearinghouse of information about potential participants, including information about previous contacts of the program with them and, hopefully, about previous or existing contacts they have had with the school and other programs. The files are the program's collective memory: its list of the names of personnel at a site, its impressions of meetings, its recommendations about strategy; its telephone book, its remaining targets, its future objectives. The upkeep of such files will often be difficult; nevertheless, the existence of such files is the only guarantee a program has that the investment in developing the abilities and knowledge of any resource coordinator will not be completely lost if the person should leave.

Recruitment Schedules and Contact Logs

The primary function of the filing system is to have a record of *what has been done* to guide further action. The primary function of recruitment schedules and contact logs is to have a record of *what is being done* to guide further action.

Schedules are quite helpful for staff allocation and planning and to avoid overlapping contacts with potential participants. Scheduling meetings or presentations must be a centralized activity, and schedules for all staff must be available to all staff so that any staff member contacted in person or by phone by a potential participant can be responsive to requests for meeting times.

A simple contact log (see Appendix) provides a summary of results for a given period. The summary can be used by the school administration, the community liaison, or the resource coordinators to assess the effectiveness of the recruitment process and particular follow-up needs.

Resource Recruitment Worksheets

The primary function of resource recruitment worksheets is to provide some indication of the sufficiency and implications of the recruitment effort for program operations: i.e., to provide some record of *what has to be done.* The worksheets in the Appendix were used in the recruitment of community resources for Exploration activities at the pilot site. They are structured to illustrate which *Exploration clusters or mini-courses* have recruited participants, which have not, and which have potentially sufficient participants to enable the development of several mini-courses in an area, each with a somewhat different emphasis. As participants are recruited, the school staff can update these sheets and determine in which areas recruitment is still needed and which courses may not be operational. A similar series of worksheets can be constructed for Specialization recruitment, with areas of student interests or projects providing the categories.

Supplemental Recruitment

The emphasis of this guide is on the effort of school staff and the community liaison to recruit sufficient participants to operate Exploration activities. This effort also benefits the recruitment of resources for Specialization and the other areas of participation for which the program seeks community resources, but these additional objectives may require some supplemental recruitment effort, and even the assignment of certain staff to deal solely with them.

The recruitment of Specialization participants particularly may require a separate approach from Exploration recruitment. *Specialization* emphasizes a more one-to-one relationship, and recruitment for *Specialization* will focus more on individuals than on sites. Yet, in many ways, the process of recruiting Specialization participants follows the same pattern as Exploration recruitment, although the agencies assisting the school staff may vary: e.g., volunteer agencies instead of chambers of commerce. The school will still have to find some way of reaching potential participants, discussing the program with them, following-up on interest, and keeping track of people who have been recruited in files and catalogs and indexes for eventual use in working with students. A number of Specialization participants will become involved through Exploration recruitment or as a result of involvement with Exploration activities; indeed, part of the responsibility of the resource coordinator, in seeking to expand the participation of a particular site, is the development of Specialization activities there. Many community resources, for reasons of size or personal preference, will be limited to dealing with small numbers of students or simply with individual students interested in their activities, however, and will never become involved in *Exploration.*

In the pilot program, Specialization recruitment was not initiated until after Exploration operations had begun, because of the lack of information about student interests in Specialization activities and the lack of sufficient information from community resources about the kinds of Specialization experiences which might best promote program goals. While the program is supportive of experience-based learning in and of itself, *Specialization* must also include some career development dimension. The problem in recruiting Specialization participants is to find someone both willing and knowing enough to work with the student to develop a project which meets the student's personal and career development goals.

The Exploration and Specialization recruitment activities discussed above constitute the mainstream recruitment effort to be followed. Nevertheless, in many cases, some investment in *cold canvassing* is also desirable. Cold canvassing is a slow, highly inefficient method of recruiting participants, but in some cases it can spell the difference between having a mini-course or a project and not having it. Cold canvassing can be done by calling people in the telephone book or walking down a street.

A substantial source of manpower to aid any recruitment effort, however, is students and their parents. Tapping this resource on a continuing basis is often quite difficult; nevertheless, students can and will be very effective in winning the participation of people in the community where school and community personnel have failed, and the success only serves to intensify the student's interest and commitment for the activity. Parents can not only be instrumental in providing contacts and obtaining participants for the program, they can also become an informal information network on their own, providing students with someone to talk with about specific career areas if not someone to work with on a specific project. Resource coordinators should not hesitate to work with students to utilize their own informal networks to obtain program participants, while taking care that such activities do not overlap or endanger established contacts with participants. The involvement of students and their families in the recruitment effort will further publicize program goals and activities throughout the community, and may well result in further public support and pressure for community participation in the effort.,

Continuing Activities

The identification and recruitment of community resources is a continuing process. It does not come to an end when program operations begin. The program may require additional resources to expand the number of students it can serve. The program may seek other ways of involving participants. The program may need new participants to replace those who are no longer able to participate or can only participate periodically. Recruitment for Specialization activities must begin afresh, to some extent, with each student and each project.

The focus of the resource coordinator's role once program operations have begun is the maintenance, development, and expansion of participant capacity and opportunities for students. In the school-community relationship, the resource coordinator is necessarily involved in the identification and recruitment of additional resources at participant sites and as a result of suggestions by site participants, usually with respect to Specialization opportunities. Nevertheless, this relationship is also the basis through which the program seeks to encourage community participation in the identification and development of new program ideas and needed organizational reforms, as well as to make use of the power of participant interest and experience in the program to recruit additional resources through presentations at professional meetings and through informal discussions with non-participants.

While the resource coordinator is concerned with expanding community involvement in the program, the school administration and many participants will also be concerned with the responsibilities of community resources to other programs and to other communities and with the development of practices to achieve the most effective and equitable distribution. The development of regional cooperation in the identification, recruitment, and utilization of participant resources will involve many of the same steps outlined in this guide, with regional educational agencies and regional liaisons also playing a major role. The development of community cooperation in the identification, recruitment, and utilization of community resources will require continuing analysis and development by the school and the community with respect to curriculum reforms and the articulation of existing programs.

APPENDIX

COMMUNITY CONTACT LOG				
Potential Resource	Date of Contact	Need for Further Contact	Outcome of Contact	Participate in Exploration/ Specialization

COMMUNITY INTEREST FORM

Name of Representative _____

Position _____

Organization _____

Address _____

Telephone _____

My business, agency, organization or industry would like to participate in the career education program

Yes _____ No _____

My business, agency, organization or industry would like to participate in Career Exploration activities

Yes _____ No _____

My business, agency, organization or industry would like to participate in Career Specialization activities

Yes _____ No _____

My business, agency, organization or industry cannot participate in the career education program presently, but would like to in the future

Yes _____ No _____

I would like to serve on an advisory board for the career education program

Yes _____ No _____

Please contact the following individual concerning our involvement in the career education program:

Name _____

Address _____

Telephone _____

Position _____

COMMUNITY INTEREST FOLLOW-UP FORM

Name of Resource Site _____

Address _____

Name of Person Contacted at Resource Site _____

Position _____

Telephone Number _____

Date Contacted _____

Resource Site Will Participate Yes _____ No _____

Name of Resource-Site Coordinator _____

Position _____

Telephone Number _____

Date of First Meeting with Resource-Site Coordinator _____

Date _____

Name of Resource-Site Coordinator _____

Resource-Site Coordinator Agrees to Participate in Career Exploration Program

Yes _____ No _____

Resource-Site Coordinator Agrees to Participate in Career Specialization Program

Yes _____ No _____

Resource-Site Coordinator Would Like to Participate in Advisory Group Activities

Yes _____ No _____

Comments _____

_____

_____

_____

_____

Resource Coordinator _____

RESOURCE RECRUITMENT WORKSHEET

Services	Business Contact	Technology	Outdoors
Cluster 1 _____	Cluster I _____	Cluster I _____	Cluster I _____
Potential Resource _____	Potential Resource _____	Potential Resource _____	Potential Resource _____
1. _____ A D	1. _____ A D	1. _____ A D	1. _____ A D
2. _____ A D	2. _____ A D	2. _____ A D	2. _____ A D
3. _____ A D	3. _____ A D	3. _____ A D	3. _____ A D
4. _____ A D	4. _____ A D	4. _____ A D	4. _____ A D
5. _____ A D	5. _____ A D	5. _____ A D	5. _____ A D
Cluster II _____	Cluster II _____	Cluster II _____	Cluster II _____
Potential Resource _____	Potential Resource _____	Potential Resource _____	Potential Resource _____
1. _____ A D	1. _____ A D	1. _____ A D	1. _____ A D
2. _____ A D	2. _____ A D	2. _____ A D	2. _____ A D
3. _____ A D	3. _____ A D	3. _____ A D	3. _____ A D
4. _____ A D	4. _____ A D	4. _____ A D	4. _____ A D
5. _____ A D	5. _____ A D	5. _____ A D	5. _____ A D
Cluster III _____	Cluster III _____	Cluster III _____	Cluster III _____
Potential Resource _____	Potential Resource _____	Potential Resource _____	Potential Resource _____
1. _____ A D	1. _____ A D	1. _____ A D	1. _____ A D
2. _____ A D	2. _____ A D	2. _____ A D	2. _____ A D
3. _____ A D	3. _____ A D	3. _____ A D	3. _____ A D
4. _____ A D	4. _____ A D	4. _____ A D	4. _____ A D
5. _____ A D	5. _____ A D	5. _____ A D	5. _____ A D

RESOURCE RECRUITMENT WORKSHEET

Science	General Culture	Arts and Entertainment	
Cluster I	Cluster I	Cluster I	
Potential Resource	Potential Resource	Potential Resource	
1. A D	1. A D	1. A D	
2. A D	2. A D	2. A D	
3. A D	3. A D	3. A D	
4. A D	4. A D	4. A D	
5. A D	5. A D	5. A D	
Cluster II	Cluster II	Cluster II	
Potential Resource	Potential Resource	Potential Resource	
1. A D	1. A D	1. A D	
2. A D	2. A D	2. A D	
3. A D	3. A D	3. A D	
4. A D	4. A D	4. A D	
5. A D	5. A D	5. A D	
Cluster III	Cluster III	Cluster III	
Potential Resource	Potential Resource	Potential Resource	
1. A D	1. A D	1. A D	
2. A D	2. A D	2. A D	
3. A D	3. A D	3. A D	
4. A D	4. A D	4. A D	
5. A D	5. A D	5. A D	

RESOURCE RECRUITMENT WORKSHEETS
POTENTIAL RESOURCES FOR CLUSTER
SUB-CLASSIFICATIONS

ARTS AND ENTERTAINMENT

"Occupations demanding special skills in the creative arts and in the field of entertainment, in the field of entertainment, including creators and performers."

Performing Arts – "Occupations involved in providing entertainment and/or making artistic statements via vocalization and/or movement."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Visual Arts – "Occupations involved in creating artifacts in two and three dimensions."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Language Arts – "Occupations involved in creating prose and poetry."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Other _____ –

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Other _____ –

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

RESOURCE RECRUITMENT WORKSHEETS
POTENTIAL RESOURCES FOR CLUSTER
SUB-CLASSIFICATIONS

BUSINESS CONTACT

"Occupations primarily concerned with the face-to-face sale of commodities, investments, real estate, and services, including demonstrator, auctioneer, and other kinds of agents where personal persuasion and the person-to-person relationship is important."

Retail – "occupations involved in selling of goods to ultimate consumers for personal or household consumption."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Wholesale – "occupations involving the sale of commodities in quantity, usually for resale."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Brokerage – "occupations involved in the buying and selling for principals without holding title to the property."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Other _____ – _____

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Other _____ – _____

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

RESOURCE RECRUITMENT WORKSHEETS
POTENTIAL RESOURCES FOR CLUSTER
SUB-CLASSIFICATIONS

GENERAL CULTURE

"Occupations involved in the presentation and transmission of the general cultural heritage, including occupations in education, journalism, law, the ministry and linguistics."

Education – "Occupations involved in providing instruction to people, individually or in groups."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Communications/Journalism – "Occupations involved in the dissemination of news, entertainment and opinion."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Law – "Occupations involved in the administration of criminal and civil justice excluding those involved in protective services."

Other _____ –

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Other _____ –

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

RESOURCE RECRUITMENT WORKSHEETS
POTENTIAL RESOURCES FOR CLUSTER
SUB-CLASSIFICATIONS

OUTDOORS

"Agriculture, fishing, forestry, mining and related occupations primarily concerned with the cultivation and preservation of crops, marine and inland water resources, mineral resources, forest products and animal husbandry."

Agriculture – "Occupations involved in the cultivation and preparation for use of crops."

Potential Community Resources: a._____ b._____

c._____ d._____ e._____

Animal Resources – "Occupations involved in care, production and use of animals."

Potential Community Resources: a._____ b._____

c._____ d._____ e._____

Ecology – "Occupations involved in the conservation and preservation of the living and inanimate environment."

Potential Community Resources: a._____ b._____

c._____ d._____ e._____

Other _____ –

_____

Other _____ –

_____

RESOURCE RECRUITMENT WORKSHEETS
POTENTIAL RESOURCES FOR CLUSTER
SUB-CLASSIFICATIONS

SCIENCE

"Occupations concerned primarily with scientific theory and its application other than technology."

Health – "Occupations involved in all aspects of the relief of human ailments, including the allied health professions."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Social Science – "Occupations involved in the sciences that deal with the institutions and functioning of human society and with the interpersonal relationships of members of society."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Physical Science – "Occupations involved in sciences that deal with non-living materials."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Other _____ –

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Other _____ –

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

RESOURCE RECRUITMENT WORKSHEETS
POTENTIAL RESOURCES FOR CLUSTER
SUB-CLASSIFICATIONS

SERVICES

"Occupations serving and attending to the personal tastes, needs, and welfare of other persons, including guidance, social work, and domestic and protective services."

Protective Services – "occupations involved in the protection of individuals and/or society against natural disaster, fire, crime, domestic and foreign threats, etc."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Personal Services – "occupations attending to the personal tastes of individuals within the society."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Social Services – "occupations attending to the welfare of individuals and groups within the society."

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Other _____

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

Other _____

_____

Potential Community Resources: a. _____ b. _____

c. _____ d. _____ e. _____

RESOURCE RECRUITMENT WORKSHEETS
POTENTIAL RESOURCES FOR CLUSTER
SUB-CLASSIFICATIONS

TECHNOLOGY

"Occupations concerned with the production, maintenance, and transportation of commodities and utilities, including engineering, crafts (including repair work) and the machine trades, as well as transportation and communications."

Utilities – "occupations involved in the supply of necessary commodities such as electricity, water and natural gas to the public."

Potential Community Resources: a._____ b._____

c._____ d._____ e._____

Transportation – "occupations involved in moving people and/or goods from one place to another."

Potential Community Resources: a._____ b._____

c._____ d._____ e._____

Trades – "occupations involved in work which requires manual or mechanical skill."

Potential Community Resources: a._____ b._____

c._____ d._____ e._____

Other _____

_____

Potential Community Resources: a._____ b._____

c._____ d._____ e._____

Other _____

_____

Potential Community Resources: a._____ b._____

c._____ d._____ e._____

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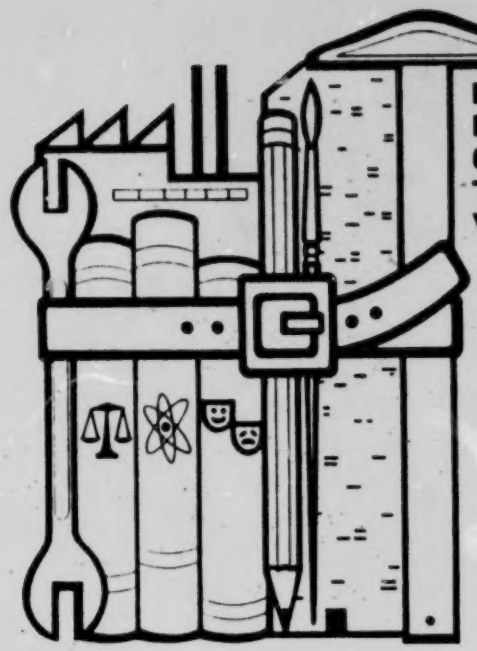

ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES:

RESOURCE SITE ANALYSIS

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: RESOURCE SITE ANALYSIS is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

CAREER DEVELOPMENT COMPONENT: GENERAL INFORMATION HANDBOOK

IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES

ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION

TRAINING COMMUNITY RESOURCE SITE STAFF

ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: RESOURCE SITE ANALYSIS was prepared by Robert L. Holden and Richard L. Spanier.

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I. INTRODUCTION

RBS Career Education involves the identification and development of available resources throughout the community to provide effective learning activities for students. The potential community participants in this experience-based program include individuals, agencies and public service organizations, labor unions, colleges and universitites, and business and industry. The learning experiences available through these resources are quite varied and quite extensive. *Resource-site analysis* has been designed to help the schools inventory the resources available for the program in their community and assess the potential of these community resources to provide learning activities for students.

Resource-site analysis is a basic step in the implementation of the Career Development component. The analysis process provides the component staff with information on the extended resources of each participating site (i.e., the kinds of things that might be possible to do there) and with an initial indication of the kinds of activities that are most probably going to be available to students. *Resource-site analysis* is a process of collecting a wide range of information about each site and of beginning to apply that information to the development of student programs. The chart below indicates the range of information sources which may be involved in this process. The information collected in the resource-site analysis and summarized on the process forms is initially used in the development of the Career Exploration program. It later becomes the basic reference file for continuing revision of the Exploration program and in the development of Specialization projects.

INVENTORY OF RESOURCE-SITE CAREER INFORMATION SOURCES

PEOPLE		MATERIALS		PROCESSES	TRAINING
		written	audio-visual		
MANAGEMENT	Directors or supervisors of units	flow charts			management training program
PUBLIC OR COMMUNITY RELATIONS	director or assistant director specialists writers	brochures newsreleases clippings file articles trade periodicals flow charts	descriptive and promo films and slide shows documentaries of community services		human relations seminar for employees
PERSONNEL	director or assistant director	job descriptions application forms resume forms sample tests personnel folders manual of policy descriptions of salaries benefits	orientation films, slides, graphics	interview formats selection procedure performance review mechanisms	orientation programs
RESEARCH AND DEVELOPMENT OR EDUCATION	directors research assistants	current studies finished reports specialized libr's training manuals			training programs in data processing clerical skills
OTHER (central libraries displays collections	librarians artists	general collection	displays museums graphics		topical shows

The resource-site analysis process is also a means for the development of the resource coordinator's understanding of the people and the resources at a particular site, which is necessary to professionally provide the liaison between students and the community participants so central to the success of the program. This understanding is essential not only to the proper functioning of the resource coordinator with respect to the operations of the Career Development component, but also to any further incorporation of experiential learning activities into the school curriculum.

The process described herein was developed for use in a large urban community. Its use in less complex settings may seem cumbersome. Career Exploration programs can be developed without going through formal resource-site analysis. The process should nevertheless be used in all cases, as much to educate staff and provide a context for the development of the liason relationship, as to aid in the development and further extension of student programs.

Resource-site analysis is performed by the resource coordinator as soon as possible after recruitment of each resource site. Information needed for completion of analysis forms will be provided by the resource-site coordinator who represents the site. It is estimated that 15 man-hours will be required for the completion of resource-site analysis for each participating resource site.

There six steps and associated forms in the resource-site analysis process:

1. the specification of the general goals and organizational structure of the participating resource site *(Resorce-Site General Information Form)*.
2. the general classification of resourece-site activities: e.g., service, science, arts and entertainment *(Classification of Occupational Activities Form)*.
3. the specification of the jobs within each classification that are available for exploration at the site *(Jobs Available for Exploration Form)*.
4. the determination of the levels of responsibility and training inherent in each of the jobs available for exploration at the site *(Job Area Training and Responsibility Form)*.
5. the description of discrete tasks involved in performance of each of the jobs available for exploration at the site *(Job Task Description Form)*.
6. the determination of possible kinds of student participation in each activity: e.g., observation, hands-on experience *(Potential Learning Activities Form)*.

Each of these procedures is discussed in the next section.

II. PROCEDURES

Resource-site analysis involves the resource coordinator and the resource-site coordinator in completion of a series of analysis forms for each of the six procedures in the process. This section of the document describes the forms and explains the procedures.

Specification of the Goals and Organizational Structure of the Participating Resource-Site.

Resource-site analysis begins with the completion of the *Resource-Site General Information Form* which provides data useful for organizing participating resource sites into instructional groups (clusters) and allows for initial classification of organizations. To complete this form, resource coordinators should:

1. Fill in the name of the resource-site, and the address, telephone number, and name of the resource-site coordinator.
2. Ask the resource-site coordinator the following questions and record the responses in the appropriate places on the form.
   a. Describe the purpose of your business, industry, agency, or organization. How does this business, industry, agency, or organization achieve its purpose?
   b. Is the resource-site organized by departments, sections, districts, units, or groups? List them. Describe the function of each.

RESOURCE SITE GENERAL INFORMATION FORM

Name of Resource Site _____

Address and Telephone _____

_____

Name of Resource-Site Coordinator _____

DESCRIPTION OF RESOURCE SITE

_____

_____

_____

_____

_____

_____

_____

_____

_____

ORGANIZATIONAL STRUCTURE
(List the departments and subdivisions)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

The General Classification of Resource-Site Activities

This procedure involves the identification of the primary focus of a resource site's activities so that the site can later be assigned to an appropriate instructional group. This description of the primary focus requires a standard system of classification. Procedures for developing a standard classification system are describe in *Organizing Community Resources for Career Exploration: Clustering.* The classification system used becomes the basis for a *Classification of Occupational Activity Form,* on which the primary focus for each site is recorded.* To complete the form, the resource coordinator should:

1. Ask the resource-site coordinator to read the instructions at the top of this form.
2. Ask the resource-site coordinator to place a check mark in the appropriate boxes that bes describe those activities that workers are engaged in at the site.
3. If the resource-site coordinator checks more than one box, ask him to rank order on the right hand side of the form each box checked. Rankings should indicate the relative proportion of workers engaged in the checked activities at his site. For example, if the resource-site coordinator checked six boxes, he should rank order all six boxes on a scale of 1 to 6, with a ranking of 1 assigned to the box that involves the highest number of workers and a ranking of 6 to the box that has the smallest number of workers.

*The *Classification of Occupation Activities Form* presented in the text is based on the Roe classification scheme, which was used in the pilot project. If a different classification scheme is used in "clustering," the form must be adapted to match the classifications actually employed. See: A. Roe, *The Psychology of Occupations* (New York: Wiley, 1956).

CLASSIFICATION OF OCCUPATIONAL ACTIVITIES

Listed below are eight categories of occupational activities. Please indicate those activities that best describe your business, industry, agency, or organization by placing a check mark in the appropriate box or boxes. If you have checked more than one box, rank order each occupational activity that you checked. The number of rankings will be determine by the number of boxes checked. For example, if you checked six boxes, you will have six rankings. Give a ranking of 1 to the activity which involves the greatest number of workers and the lowest ranking to the activity which involves the smallest number of workers.

Name of Resource Site _____

Service:

☐ Occupations serving and attending to the personal tastes, needs, and welfare of other persons, including guidance, social work, and domestic and portective services. _____

Business Contact:

☐ Occupations primarily concerned with the face-to-face sale of commodities, investments, real estate, and services, including demonstrator, auctioneer, and other kinds of agency where personal persuasion and the person-to-person relationship is important. _____

Organization:

☐ Occupations consisting of managerial and white collar jobs in business, industry, and government primarily concerned with the organization and efficient functioning of commercial enterprises and government activities. _____

Technology:

☐ Occupations concerned with the production, maintenance, and transportation of commodities and utilities, including engineering, crafts (including repair work) and the machine trades, as well as transportation and communications. _____

Outdoors:

☐ Agriculture, fishing, forestry, mining, and kindred occupations primarily concerned with the cultivation and preservation of crops, marine and inland water resources, mineral resources, forest products and animal husbandry. _____

Science:

☐ Occupations concerned with scientific theory and its application other than technology. _____

General Culture:

☐ Occupations involved in the presentation and transmission of the general cultural heritage, including occupations in education, journalism, law, the ministry, and linguistics. _____

Arts and Entertainment:

☐ Occupations demanding special skills in the field of entertainment, including creators and performers. _____

Specification of Jobs within each Classification that are available for Exploration at the Site.

Once the focal occupational areas of the resource site have been identified, the resource-site coordinator is asked to list the jobs in each category which the resource site will make available for exploration programs. This information is recorded on the *Jobs Available for Exploration Form.*

EXAMPLES

RESOURCE SITE:
Creekside Mental Health Clinic
OCCUPATIONAL ACTIVITY CATEGORY:
Service
JOBS AVAILABLE FOR EXPLORATION:
Social Worker
Occupational Therapist
Psychiatrist
Clerk/Receptionist
Aide

OR

RESOURCE SITE:
Schubert Community Theater
OCCUPATIONAL ACTIVITY CATEGORY:
Arts and Entertainment
JOBS AVAILABLE FOR EXPLORATION:
Actor
Prop Manager
Director
Seamstress
Script Person

This procedure may require special consideration by the resource-site coordinator. (Will the person occupying the position be interested in participating in the program? Can time be arranged in the person's schedule?) Therefore, several days should be allowed for completion of the procedure.

JOBS AVAILABLE FOR EXPLORATION

Resource Site _____

Occupational Activity Category	Jobs Available For Exploration
_____	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
_____	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
_____	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
_____	_____
	_____
	_____
	_____
	_____
	_____
	_____

The Determination of Levels of Responsibility and Training Inherent in each of the Jobs Available for Exploration at the Site.

Levels of training and responsibility are now described in terms of six categories (again, following Roe).* The category system can be found on the *Job Area Training and Responsibility Form.* In completing this form, the resource coordinator should:

1. Ask the resource-site coordinator to review the levels of training and responsibility listed on the *Job Area Training and Responsibility Form.*
2. Have the resource-site coordinator classify the jobs listed on the *Jobs Available for Exploration Form* in the appropriate training and responsibility levels on the *Job Area Training and Responsibility Form.*

*A. Roe, "Early Determinants of Vocational Choice," in *Journal of Counseling Psychology*, 5.3 (1957), pp. 218-219.

JOB AREA TRAINING AND RESPONSIBILITY

Resource site _____

Listed below are six levels of occupational responsibility and training. Please review this classification scheme carefully. Space is provided under each category for listing jobs *appropriate* to the category. Please refer to your completed *Jobs Available for Exploration Form* and list each job identified on this form under the appropriate training and responsibility level on this form.

LEVEL 1

Professional and managerial positions which demand independent responsibility. Here are the top managers and administrators. They make policy. When education is relevant, it is at the doctoral level or its equivalent.

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

LEVEL 2

The distinction between this level and Level 1 is primarily one of degree. Independence is necessary but with narrow or less significant responsibilities for both self and others. The work is less important and has less variety of tasks. Education is at or above the bachelor level, but below the doctorate or its equivalent.

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

LEVEL 3

Semi-professional or small business. There is low-level responsibility for others. It calls for the application of policy and the determination for self only (as in managing a small business). Education is at the Associate-in-Arts level or its equivalent.

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

LEVEL 4 Skilled occupations requiring apprenticeship or other special training or experiences.

LEVEL 5 Semi-skilled occupations. The difference between this level and Level 4 is one of degree of training and/or experience.

LEVEL 6 Unskilled occupations requiring no entry level skills or experience. In most instances, on-the-job-training is provided. Education is at or below the high school diploma or its equivalent.

Description of Discrete Tasks Involved in the Performance of Each of the Jobs Available for Exploration at the Site.

This procedure is based on the theoretical construct of functional job analysis.* Functional job analysis is defined as a method of describing with greater accuracy and precision what workers do on their jobs. A major process in functional job analysis is the preparation of task statements.

The following sequence of descriptions is required to write a complete task statement:

1. what is the job or occupation;
2. who performs what actions;
3. to accomplish what immediate result;
4. with what tools, equipment, or work aids, and
5. upon what instructions (prescribed or discretionary).

The prescribed content of a job includes those elements about which the worker has no authorized choice. The prescribed elements are determined by the equipment available, the physical limits on the job situation, the routines and general policies governing the nature of the work, and the methods to be used in pursuing results. The prescribed elements are of two kinds: (1) the results expected and (2) the limits set on the means by which the work can be done. The results of a job are nearly always prescribed in the sense that the objective of a person's work is set by the manager and/or supervisor and not by himself/herself.

The discretionary content of a job is defined as all of those elements in which choice of what should be done and how it should be done is left to the person doing it. Here a worker is authorized and expected to use discretion and judgment as he/she proceeds with the work, to overcome obstacles by picking the best of the alternative courses available, and to pursue the chosen course of action.

It is important to note that tasks themselves do not have absolute prescribed or discretionary content. As an example, the task of sweeping a floor with a broom may have been prescribed for one worker and may be the result of discretionary action for another. One other aspect that should be made clear about these two different types of content is that discretionary elements are usually not immediately apparent.

The job tasks that workers perform may also be related to data (information or ideas), people (customers, co-workers), or things (equipment, machinery, etc.). The division of task statements among data, people, and things is a way to further describe specific tasks that workers perform within community resource sites.

The *Job Task Description* form has been designed for use in the functional job analysis process. A separate from must be prepared for each job available for exploration at the resource site as noted on the *Jobs Available for Exploration* form.

---

*S. Fine, "Functional Job Analysis," in *Personnel and Guidance Journal*, Spring 1972, pp. 142-143.

Ideally, the information needed to complete these forms would be obtained through interviews with the workers performing the jobs at the resource site. Such interviews could be conducted by either the resource coordinator or the resource-site coordinator. In the event that interviews with workers cannot be used, it is suggested that the resource-site coordinator be given responsibility for completing the forms. The resource-site coordinator can use any or all of the following procedures to obtain the necessary information and complete the forms: (1) ask individual supervisors to describe the tasks that their workers perform; (2) obtain the information from the personnel office, and (3) use personal judgment and understanding of what workers do.

In performing functional job analysis, the resource-site coordinator should:

1. Prepare a *Job Task Description* form for each job available for exploration at the resource site.
2. Write the job title.
3. Describe the job in terms of:
   a. tasks performed
   b. to achieve what immediate results
   c. upon whose instructions
4. For each task, indicate the related data, people, and things.
5. For each task, indicate whether it is discretionary or prescribed.

Before the final phase of the analysis process can begin, the completed *Job Task Description* forms must be reviewed by the resource coordinator. Each task described on these forms will be used as a basis for determining the potential of the resource site to provide effective learning activities for students.

JOB TASK DESCRIPTION

On this form, describe as completely as possible each task that the worker performs. In describing each task performed, consider the following:

1. What kinds of information or instruction must the worker receive to perform each task?
2. Does the worker interact with co-workers or customers in performing the task?
3. What tools, materials, or equipment does the worker use in performing each task?
4. After each task has been described, indicate whether the content of the task is either prescribed or discretionary. (Prescribed content of a task is defined as those elements of the task in which the worker has no choice in performing. Discretionary content of a task is defined as those elements of the task in which choice of how to do the task is left up to the worker doing it.) Place the letter "P" for prescribed or the letter "D" for discretionary along side of each task.

Resource Site _____

Job Title _____ Training and Responsibility Level _____

Description Of Each Task	Prescribed/ Discretionary
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

Determination of the Nature of Student Participation possible in each Resource-Site Activity.

The *Potential Learning Activities* form is completed for each task listed on the *Job Task Description* forms. In completing the forms, resource coordinators should:

1. Prepare a form for each task listed on the *Job Task Description* forms.
   a. Write the title of the job on the appropriate line.
   b. Describe briefly the task for which this form is being prepared.
2. Ask the resource-site coordinator the following questions to determine the nature and extent of potential student participation:
   a. Is it possible for students to get actual hands-on experience in the task? Or, will students be able to observe an employee in performance of this task, or watch a demonstration, or participate in a discussion?

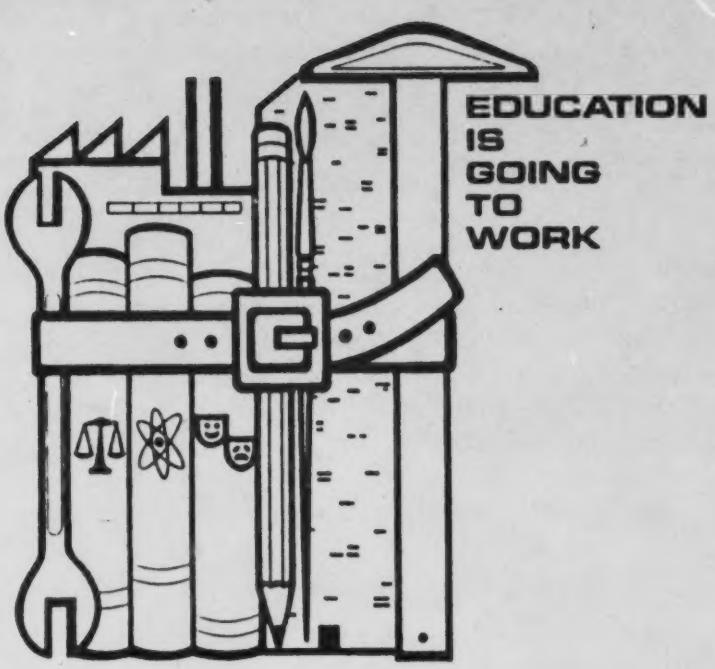
      Record the response in the appropriate space on the *Potential Learning Activities* form. Other kinds of activities should be noted only when hands-on experience is not possible. The resource coordinator should stress that actual hands-on experience is the most valuable form of participation and that whenever possible, this type of experience should be provided.
   b. Are there any constraints that might be imposed on student participation? Examples of several types of constraints appear on the bottom of the form.
   c. Are there any limitations to student participation in terms of the number of students who can participate in the performance of the task? If there are, record the appropriate response.

When a *Potential Learning Activities Form* has been completed for each task, the resource-site analysis process has been completed. Resource coordinators should file the entire set of analysis forms with any materials collected from the site in a folder which identifies the resource site. The extensive survey of resources contained in these files will be used both in the initial development of instructional programs for Career Exploration and as the basis for continuing revision and extension of the activities at each site. The information is also used in the preparation of a catalog of Career Exploration courses for dissemination to students and community participants.*

*For a discussion on the preparation of such catalogs, see the appendix of the *Career Guidance Component: General Information Handbook*.

POTENTIAL LEARNING ACTIVITIES DESCRIPTION FORM

Title of Job or Occupation	Hands-On Experience	Observation
_____ Description of Task: _____ _____ _____ _____ _____ _____	Yes_____ No_____ Constraints: Remarks:	Yes_____ No_____ Constraints: Remarks:
	Other Kinds of Student Participation	
Examples of Constraints: Site Safety Site Security Labor Union Restrictions Physical Restrictions Use of Tools or Equipment Availability of Facilities	Discussion:	Demonstration:



ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

CAREER DEVELOPMENT COMPONENT: GENERAL INFORMATION HANDBOOK

IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES

ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: RESOURCE SITE ANALYSIS

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DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION

TRAINING COMMUNITY RESOURCE SITE STAFF

ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING was prepared by Richard L. Spanier.
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INTRODUCTION

The career exploration activities engaged in within the CAREER DEVELOPMENT component* afford students the opportunity to participate in instructional programs conducted at local businesses and agencies. Once the decision has been made to implement the career exploration program, the next series of steps involve organizing the local community to provide a number of discrete courses through which students may acquire work-related information and experiences in specific occupational areas. This organization has been accomplished in the pilot site for RBS CAREER EDUCATION through the application of the "clustering" concept. Simply stated, clustering involves determining the availability of community resources (businesses, agencies, unions, etc.) and grouping them according to the primary focus of activities conducted at each. Groupings (clusters) used in the pilot site program have included *Communications, Consumer Services, Engineering and Technology, Law and Justice, Natural Resources* and *Transportation.* Each of these clusters was represented by a number of community resources. For example, the *Law and Justice* cluster involved the participation of the District Attorney's Office, a local law firm, the police department and a correctional institution.

Ideally, a clustering system should be inclusive, encompassing most existing jobs. It should also serve as a means of introducing students to a great variety of careers within a format that is easily understood. In a program of experience-based career education (EBCE) the clustering system adopted must also be flexible enough

*See the *General Information Handbook* for a complete description of the CAREER DEVELOPMENT component.

to allow for the local conditions of each implementing site, especially with respect to the number and types of available community resources. Large urban centers, such as Philadelphia, have an enormous pool of community resources; so large in fact, that nearly any clustering system would function adequately. Smaller communities will have fewer available resources, and any clustering system designed for use in such a setting must take those limited resources into account in planning for the career exploration program. A satisfactory clustering system will represent a sampling of career opportunities available to students in their own community and surrounding areas.

Many clustering schemes have been suggested for use in career education programs. Experience-based career education places unique demands on clustering systems that traditional, school-bound programs do not. In the traditional program, media are used to present the "world-of-work" to students. Films, cassettes, programmed instructional materials, etc. are used to convey career information to a wide variety of students. These media programs can be designed around any comprehensive clustering system (e.g., those of the United States Office of Education and the State of Oregon). EBCE programs, however, must attempt to provide students with career exploration activities through the use of clustering systems which utilize available community resources. Many EBCE implementors will not have the community resources available to use some of these comprehensive clustering systems.

Implementors or RBS CAREER EDUCATION should decide whether to adopt/adapt a clustering system similar to the one used in the pilot program or to use a different clustering system. Whatever system is used for organizing community resources for career exploration, it should offer students as wide and representative a range of career opportunities (and work styles) as possible.

THE PILOT SITE CLUSTERING SYSTEM

The clustering system used in the pilot program is an adaptation of a schema proposed by Roe.* Roe contends that nearly all occupations can be classified according to the primary focus of performed activities and has formulated the following groupings:

1. *Service:* Occupations serving and attending to the personal tastes, needs, and welfare of other persons, including guidance, social work, and domestic and protective services.
2. *Business Contact:* Occupations primarily concerned with the face-to-face sale of commodities, investments, real estate, and services, including demonstrator, auctioneer, and other kinds of agents where personal persuasion and the person-to-person relationship is important.
3. *Organization:* Managerial and white collar jobs in business, industry, and government primarily concerned with the organization and efficient functioning of commercial enterprises and government activities.
4. *Technology:* Occupations concerned with the production, maintenance, and transportation of commodities and utilities, including engineering, crafts (including repair work), and the machine trades, as well as transportation and communications.
5. *Outdoors:* Agriculture, fishing, forestry, mining, and related occupations primarily concerned with the cultivation and preservation of crops, marine and inland water resources, mineral resources, forest products, and animal husbandry.
6. *Science:* Occupations concerned primarily with scientific theory and its application other than technology.
7. *General Culture:* Occupations involved in the presentation and transmission of the general cultural heritage, including occupations in education, journalism, law, the ministry, and linguistics.
8. *Arts and Entertainment:* Occupations demanding special skills in the creative arts and in the field of entertainment, including creators and performers.

*A. Roe, *The Psychology of Occupations* (New York: Wiley, 1956) pp. 143–152.

These groupings, while broad, provide a flexible framework for organizing potential community participants into manageable and coherent instructional units. Most importantly, they provide a foundation for the recruitment of a wide range of resources representing the local community's economic structure.

Implementing a clustering system similar to the one used in the pilot site program involves a series of information-gathering exercises. First, the Roe groupings are used in the identification and recruitment of community resources for the career exploration program. This process is described in the CAREER DEVELOPMENT component handbook titled *The Identification and Recruitment of Community Resources.* It should be noted that the pilot site clustering system did not establish a separate *Organization* cluster because it was possible to provide students with exposure to management-level jobs in most of the other clusters.

After recruitment, the available community resources are grouped into a tentative cluster system. This is accomplished by reviewing the *Classification of Occupational Activities Forms* used in the resource-site analysis process.* Resource-site coordinators will have indicated the occupational activities that best describe their organizations using the Roe Schema. This information should be used to form tentative clusters under each major occupational group. The following clusters have been used at the pilot site and are offered as a guide. Program implementors are urged to be creative in their efforts to formulate their own cluster systems. The major groups (from Roe's classification scheme) that these clusters were organized under are indicated in parentheses.

ALLIED HEALTH (SCIENCE)
ANIMAL RESOURCES (SCIENCE)
CHEMISTRY (TECHNOLOGY)
CLERICAL AND ADMINISTRATIVE (SERVICE)
COMMUNICATIONS (ARTS AND ENTERTAINMENT)
CONSTRUCTION (TECHNOLOGY)
CONSUMER SERVICES (SERVICES)
CONTINUING EDUCATION (GENERAL CULTURE)
ENGINEERING AND TECHNOLOGY (TECHNOLOGY)
LAW AND JUSTICE (GENERAL CULTURE)
NATURAL RESOURCES (OUTDOORS)
RETAILING (BUSINESS CONTACT)
SOCIAL SERVICE (SERVICE)
TRADES (TECHNOLOGY)
TRANSPORTATION (TECHNOLOGY)

*The site-analysis process is described in *Organizing Information About Community Resources: Resource-Site Analysis.*

The next step in the clustering process involves refining the system based upon additional input from the site-analysis process. Refinement of the cluster system involves filling in "holes" in the system by using organizational sub-units of other community resources where they are available. For example, it would be possible to strengthen a "weak" Transportation cluster using the Shipping Department of a local department store participating in the Retailing cluster. The availability of organizational sub-units to satisfy this need will have been documented on the *Resource-Site General Information Form* used in the resource site analysis process. A sample of this form may be found in the Career Development Component handbook titled *Organizing Information About Community Resources: Resource-Site Analysis.* In refining the clustering system, important points to consider include the length of the exploration cycle (how much time will students spend at each resource site in the cluster?); the depth of experience each resource site can provide (will students have enough time to explore the site, too much time?); and the interrelatedness of cluster participants (do the resource sites really belong in the same cluster?).

Two planning worksheets are provided for use in implementing a clustering system similar to that used in the pilot program. The *Tentative Cluster System Worksheet* may be used after the identification and recruitment and site analysis of community resources has been completed. Under each of the Roe groupings, spaces have been provided to list the tentative clusters you have formulated along with the resources that you have identified as potential cluster participants using the *Classification of Occupational Activities Form* as a guide. The *Final Cluster System Worksheet* may be used to refine the tentative cluster system as discussed above. Spaces have been provided to indicate where organizational sub-units of community resources have been used to complete a cluster. Organizational sub-units should only be specified in those cases where a community resource site is to be used in more than one cluster.

WHAT SHOULD A FUNCTIONAL CLUSTERING SYSTEM LOOK LIKE?

Based upon pilot site experiences, the following recommendations should be considered in implementing the clustering system:

1. *Number of Clusters* – it is recommended that at least 6 clusters be formed for every 100 students participating in the career exploration program.
2. *Types of Clusters* – this will depend on the particular program, its location and the available resource pool. Certain types of clusters may be formed in most communities, e.g., Law and Justice, Health, Retail and Communications. A system that is heavily weighted toward only one or two types of occupations will require continuous identification and recruitment of new resources to provide students with a wide range of career exposures.
3. *Number of Resources in Each Cluster* – in the pilot site, three resources typically made up a cluster. In certain cases, where a large organization with many related sub-units was available, it constituted a cluster in itself.
4. *Alternate Resources* – it is advisable to maintain a number of resource sites as alternates in the likely event that resource sites will drop, or be dropped, from the program.

When the cluster system has been finalized, program staff will be able to proceed to the next step in implementing the career exploration program, developing an instructional program for each cluster. Instructional program development for career exploration clusters is described in *Developing Instructional Programs for Career Exploration.*

TENTATIVE CLUSTER SYSTEM WORKSHEET

Services	Business Contact	Technology	Outdoors
Cluster I	Cluster I	Cluster I	Cluster I
Resources:	Resources:	Resources:	Resources:
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
Cluster II	Cluster II	Cluster II	Cluster II
Resources:	Resources:	Resources:	Resources:
1.	1.	1.	1.
2.	2.	2.	2
3.	3.	3.	3.
Cluster III	Cluster III	Cluster III	Cluster III
Resources:	Resources:	Resources:	Resources:
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

TENTATIVE CLUSTER SYSTEM WORKSHEET

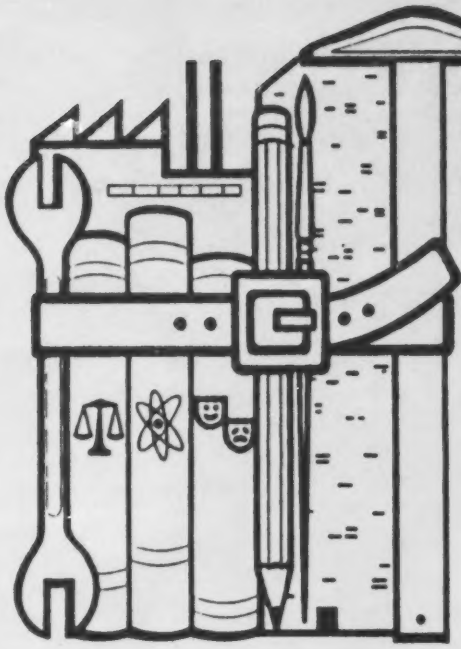
Science	General Culture	Arts and Entertainment	
Cluster I _____	Cluster I _____	Cluster I _____	_____
_____	_____	_____	_____
Resources: _____	Resources: _____	Resources: _____	_____
1. _____	1. _____	1. _____	_____
_____	_____	_____	_____
2. _____	2. _____	2. _____	_____
_____	_____	_____	_____
3. _____	3. _____	3. _____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Cluster II _____	Cluster II _____	Cluster II _____	_____
_____	_____	_____	_____
Resources: _____	Resources: _____	Resources: _____	_____
1. _____	1. _____	1. _____	_____
_____	_____	_____	_____
2. _____	2. _____	2. _____	_____
_____	_____	_____	_____
3. _____	3. _____	3. _____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Cluster III _____	Cluster III _____	Cluster III _____	_____
_____	_____	_____	_____
Resources: _____	Resources: _____	Resources: _____	_____
1. _____	1. _____	1. _____	_____
_____	_____	_____	_____
2. _____	2. _____	2. _____	_____
_____	_____	_____	_____
3. _____	3. _____	3. _____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

FINAL CLUSTER SYSTEM WORKSHEET

Services	Business Contact	Technology	Outdoors
Cluster I	Cluster I	Cluster I	Cluster I
Resource 1.	Resource 1.	Resource 1.	Resource 1.
Organizational Unit	Organizational Unit	Organizational Unit	Organizational Unit
Resource 2.	Resource 2.	Resource 2.	Resource 2.
Organizational Unit	Organizational Unit	Organizational Unit	Organizational Unit
Resource 3.	Resource 3.	Resource 3.	Resource 3.
Organizational Unit	Organizational Unit	Organizational Unit	Organizational Unit
Cluster II	Cluster II	Cluster II	Cluster II
Resource 1.	Resource 1.	Resource 1.	Resource 1.
Organizational Unit	Organizational Unit	Organizational Unit	Organizational Unit
Resource 2.	Resource 2.	Resource 2.	Resource 2.
Organizational Unit	Organizational Unit	Organizational Unit	Organizational Unit
Resource 3.	Resource 3.	Resource 3.	Resource 3.
Organizational Unit	Organizational Unit	Organizational Unit	Organizational Unit
Cluster III	Cluster III	Cluster III	Cluster III
Resource 1.	Resource 1.	Resource 1.	Resource 1.
Organizational Unit	Organizational Unit	Organizational Unit	Organizational Unit
Resource 2.	Resource 2.	Resource 2.	Resource 2.
Organizational Unit	Organizational Unit	Organizational Unit	Organizational Unit
Resource 3.	Resource 3.	Resource 3.	Resource 3.
Organizational Unit	Organizational Unit	Organizational Unit	Organizational Unit

FINAL CLUSTER SYSTEM WORKSHEET

Science	General	Arts and Entertainment	
Cluster I _____	Cluster I _____	Cluster I _____	_____
_____	_____	_____	_____
Resource 1. _____	Resource 1. _____	Resource 1. _____	_____
_____	_____	_____	_____
Organizational Unit _____	Organizational Unit _____	Organizational Unit _____	_____
_____	_____	_____	_____
Resource 2. _____	Resource 2. _____	Resource 2. _____	_____
_____	_____	_____	_____
Organizational Unit _____	Organizational Unit _____	Organizational Unit _____	_____
_____	_____	_____	_____
Resource 3. _____	Resource 3. _____	Resource 3. _____	_____
_____	_____	_____	_____
Organizational Unit _____	Organizational Unit _____	Organizational Unit _____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Cluster II _____	Cluster II _____	Cluster II _____	_____
_____	_____	_____	_____
Resource 1. _____	Resource 1. _____	Resource 1. _____	_____
_____	_____	_____	_____
Organizational Unit _____	Organizational Unit _____	Organizational Unit _____	_____
_____	_____	_____	_____
Resource 2. _____	Resource 2. _____	Resource 2. _____	_____
_____	_____	_____	_____
Organizational Unit _____	Organizational Unit _____	Organizational Unit _____	_____
_____	_____	_____	_____
Resource 3. _____	Resource 3. _____	Resource 3. _____	_____
_____	_____	_____	_____
Organizational Unit _____	Organizational Unit _____	Organizational Unit _____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Cluster III _____	Cluster III _____	Cluster III _____	_____
_____	_____	_____	_____
Resource 1. _____	Resource 1. _____	Resource 1. _____	_____
_____	_____	_____	_____
Organizational Unit _____	Organizational Unit _____	Organizational Unit _____	_____
_____	_____	_____	_____
Resource 2. _____	Resource 2. _____	Resource 2. _____	_____
_____	_____	_____	_____
Organizational Unit _____	Organizational Unit _____	Organizational Unit _____	_____
_____	_____	_____	_____
Resource 3. _____	Resource 3. _____	Resource 3. _____	_____
_____	_____	_____	_____
Organizational Unit _____	Organizational Unit _____	Organizational Unit _____	_____



DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

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DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION

TRAINING COMMUNITY RESOURCE SITE STAFF

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION was prepared by Robert L. Holden and Jerry Spann.
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- *Career Exploration Cluster Course Form*
- *Potential Learning Activities Description Form*
- *Resource Site Program Forms*

INTRODUCTION

The purpose of this guide is to describe the procedures that must be performed by the staff of the CAREER DEVELOPMENT component (i.e., the *resource coordinators*) and community participants in developing and designing Career Exploration courses. This guide describes the role of Career Exploration in RBS CAREER EDUCATION, indicates the antecedent conditions for designing and developing learning activities, and provides some practical guidelines for developing learning activities.

THE ROLE OF CAREER EXPLORATION IN RBS CAREER EDUCATION

Career Exploration is one of two instructional programs in the CAREER DEVELOPMENT component. It is designed to serve students who do not have clear goals or career aspirations, as well as students who have formulated a set of career goals or who have established a definite career choice for their future.

The goal for Career Exploration is to provide each student with a means to acquire the general knowledge and skills needed to improve his/her interaction with the economic sector through a series of structured explorations of the world of work conducted at community resource sites. The student learning objectives for Career Exploration are:

1. To be able to identify the general rights and responsibilities of workers.
2. To be able to identify the financial and psychological rewards of careers.
3. To be able to deal with the concepts, tools, and practices of business which have an impact on the individual as a worker, consumer, and citizen.
4. To be able to identify and demonstrate common work-related academic skills, basic job acquisition skills, and basic job maintenance skills.
5. To be able to match one's self to career areas for more in-depth analysis.

The cluster is the basic organizational unit of the program. In the RBS approach, the cluster is a grouping of related occupational organizations engaged in similar activities. Clustering is used to divide the world of work into discrete occupational areas. These discrete areas are used to define the scope of individual Career Exploration programs.

There are many ways to arrange the world of work in clusters. In the RBS approach, the schema devised by Anne Roe is used to provide the initial cluster categories.* These categories are used for recruiting community resources. After each community resource has been recruited, component staff members perform *resource-site analysis.* Based upon the analysis of the data, each resource site is assigned to a specific Career Exploration cluster. The number of resource sites assigned to a cluster will vary according to the availability of, and in some instances, the size of each resource site.

*A. Roe, *The Psychology of Occupations.* (New York: Wiley, 1956), pp. 143–152.

ANTECEDENT CONDITIONS FOR DEVELOPING EXPLORATION PROGRAMS

Before Career Exploration courses can be designed and developed, several events must occur:

1. An overall program goal must have been formulated for the CAREER DEVELOPMENT component in general and for Career Exploration in particular.
2. A set of student learning objectives must have been formulated for Career Exploration.
3. A tentative clustering plan must have been designated as the starting point for the development of learning activities for Career Exploration.
4. Resource coordinators must have been assigned to recruit community resources as potential participants.
5. Chief executives or similar officials of businesses, agencies, industries, and labor organizations must have been contacted and provided with an overview of the program.
6. Each community resource site must have designated a knowledgeable person in the site to act as resource-site coordinator.
7. Resource coordinators must have provided each designated resource-site coordinator with an in-depth orientation to the program and outlined the steps to be followed in the development of learning activities.
8. Resource coordinators must have conducted a *resource-site analysis* of each site recruited for Career Exploration.
9. Resource coordinators must have finalized the placement of resource sites into specific clusters.
10. Resource coordinators must have advised each resource-site coordinator in their cluster(s) that an initial cluster meeting will be held for the purposes of defining a set of cluster objectives, determining the scope and sequence of the cluster course, and determining specific resource site responsibilities in terms of the course content.
11. Resource coordinators must arrange a date, time, and place for the initial cluster meeting(s) and notify each resource-site coordinator assigned to their cluster(s).

PROCEDURES

A Note on Aims

Career education is a relatively uncontroversial area of curriculum innovation. The social and economic results of its absence are widely felt by parents, educators, employers, students and funding agencies.

In fact, so much energy and attention has been focused on the issue that there is little clarification of the specific conditions that give rise to the wide concensus of concern. Yet those conditions are the determinates of the instructional goals for Exploration. Just exactly which problems are really being addressed?

The vast majority of secondary students, irrespective of family background or academic achievement, have had few experiential means of assessing their interests, temperaments, or abilities relative to the demands and satisfactions of real work. They tend to define themselves in the terms of the highschool yearbook, peer and parental behavioral norms, without any real understanding of how these notions of self might be expanded and meaningfully applied both in the specialized context to of the working place and in the community in general. Although the decisions they make will shape their lifestyles and identities in profound ways, more often than not, they will "elect" or fall into a career without any useful understanding of the political, social, and professional realities of the world of work, or of the various opportunities available to them in developing their work as well as their avocational interests.

Beyond these understandable limitations of self-definition and career knowledge is a largely empty or misguided vision of the nature and range of valuable career options. Students have heard, probably in passing, what their mothers and fathers do to pay the bills; they see in a limited way what their teachers do in the classroom; and they hear, from time to time, a promotional job sell, usually from vested interests of one sort or another.

The immense number of other career possibilities do not exist in their imaginations or their experience except as presented by the mass media: glamourous, amorous doctors and nurses hurrying down corridors to triumph over the next medical or marital catastrophe; rookie policemen proving themselves in endless shoot-outs; private detectives, D.A.'s, and defense attorneys winning again for the good guys; a smattering of heroic sports figures, secretaries to the high-and-mighty, theatrical broadcasters, and visible journalists. Students' career "plans" most often include one or two refrains from parental or promotional sing-song, the median job title of the immediate and extended family, and an assorted cast of characters from *T.V. Guide* and its counterparts in the current cinema they rarely have a broad or factual basis for choice.

The concern for effective career education is really addressing very specific student needs for:

1. sharper and broader definition of individual interests, skills, abilities, and temperamental inclinations;

2. a much more extensive and accurate picture of the range of career options and the demands and satisfactions relative to each;
3. the capacity to process both new self-awareness and career exposure toward an occupational choice and the purposeful action that choice will require.

The accomplishment of these goals is a long, developmental process which, under the best of circumstances, takes years and years, many courses of action, reaction, and counsel of numberless models and experiments.

A sound Exploration program can make a modest but very significant and direct contribution to the second of these goals, in particular: the need for a much more extensive and accurate picture of the range of career options and the demands and satisfactions relative to each. To a more limited extent, it can also serve the other two goals, which are primarily the provinces of counseling and teaching staff associated with the career education program.

Some Target Areas for Lesson Plans

Having set forth the larger aims of career education and isolated the particular business of *Exploration,* we can begin to focus on the specific content areas of the individual program. A successful program invariably deals throughly with four target areas. These areas need not, and usually should not, be isolated for independent treatment, but all must be included in the scope of the exposure. A learning activity of any kind should serve one or more to justify its existence and expense in terms of time and personnel. Stated from the students' point of view, the four major content goals are:

1. Understanding the *Context* of the Employer Setting;
2. Experiencing the look/think/feel of *Several Specific Careers;*
3. Learning and Remembering *Practical Facts* about Successful Employment;
4. *Making Memorable Sense and Use* of Exploration Facts, Observations, and Experiences.

Each of these suggests its own range of topics which must be attacked by the program's activities. Consider these four from an instructional point of view.

Context

With the possible exception of highly subjective and private pursuits such as creative writing and the graphic and performing arts, most careers are defined and, to a large extent, controlled by the goals, values, and management structure of an *organization.* The complex of political, social, and occupational influences generated by the organization create a context (or environment) which a worker needs to understand, use, and relate to successfully. Identifying and explaining the nature and influence of the career context is an extremely important Exploration lesson. In addition to the very direct career relevance of the organizational context, is a teaching truism: *Students learn better and feel more comfortable on new ground if*

they have a sense of the big picture. A working knowledge of the organizational big picture will provide them with a frame of reference which will help them to integrate isolated facts, observations, and experiences.

How shall we identify the organization?

a. What are its product and service goals?

b. How is it organized to accomplish these goals?

c. What resources does it need and how does it get and process them?

d. What problems does it deal with?

e. What body of technical, social or philosophical knowledge does it depend on?

f. What is the character of the management style—its biases, priorities, and expectations?

Careers

Far and away the most important content area of any program is direct exposure to individual careers in action. Students must observe, hear, and personally experience to the greatest possible extent the operational character of individual careers. The following statement of this most important goal suggests some of its most significant concerns related to each job chosen for exposure:

How shall we define the characteristics of the worker and the scope of this work?

a. What are the major tasks and outcomes of the work?

b. What abilities, temperament, and skills does it require?

c. What special tools, equipment, and environment are needed?

d. What are the outstanding satisfactions and potential drawbacks of the work?

e. How is the job related to the goals of the whole organization?

f. How does the worker seem to feel about both his job and his context?

Practical Employment Information

There is a large and crucial body of employment information that may not be readily evident to students as they focus on the organizational context and the performance of a career in its setting:

A. Job-Specific Information

1. Requirements of training and experience ability levels
2. Salary ranges and fringe benefits and prerequisites
3. Ladders of advancement and promotion criteria
4. Applicability of careers to other work settings

5. Current employment outlook for individual jobs
6. Recommendations relative to available training programs and opportunities for apprenticeship or preparation

B. General Materials Practices:
   1. Application forms and procedures
   2. Entrance level testing and evaluation
   3. Interview formats and employer expectations
   4. Job performance evaluation criteria and practices

C. "Invisible Forces and Unspoken Laws"
   1. The notable "don'ts" of job acquisition and maintenance
   2. Employer expectations with respect to personal style and presentation, employers and applicants
   3. Management attitudes regarding the hiring of women and visible minority groups
   4. Union organization and influence
   5. The character and effects of the dominant management style

Processing Site Information and Experience

The first three content areas (*Context, Careers,* and *Practical Employment Information*) have focused on the learning potential inherent in the site's composition and resources. The fourth and final priority for program planning is the students, both as people and as responders to the community setting. Students will need and appreciate the active assistance of community participants and the resource coordinator in order to interact successfully with a new environment and to process the barrange of new experiences and information they will encounter there. Careful logistical planning brings students to the site, and careful program planning will bring the best of the site within reach of the students. Making the critical connection between the students and the learning potentials of the site activities is the central focus of *Exploration.* The fourth content area itemizes the kind of circumstances and teaching intervention which will facilitate student integration and use of these experiential learning opportunities.

Students arrive at a site with an unexplored complex of apprehensions, expectations, interests, and outlooks. Their initial frames of reference need to be drawn out and understood so that they feel like real communicators and participants in the events to take place. Understanding where they are at the outset will allow resource-site coordinators to correct misinformation and better tailor activities to meet student learning needs and orientations. As students move through a strange and apparently complicated physical environment, they will have a good many questions and comments which will remain undefined or unarticulated unless participating staff create a congenial and effective forum for questions and answers.

They will also need help in organizing and integrating the enormous amount of raw information, awareness, and experience which program activities generate. Finally, they must be aided in applying the lessons of the site to their career interests and future plans: old career outlooks must be defined and then redefined in terms of the new awareness provided by the program.

A. Establishing a Climate for Student – Community Participant Cooperation and Communication.
   1. Appropriating a physical space conducive to relaxed and congenial discussion throughout the program.
   2. Conducting a thorough Orientation which:
      a. Personally introduces the Resource-Site Coordinator to the Student
      b. Personally introduces the Student to the Community Participants in terms of –
         (1) career interests
         (2) career background and experience
         (3) particular skills and abilities
         (4) program expectations
         (5) apprehensions and other opening feelings
      c. Lays the ground rules for student participation at the site
      d. Defines outstanding student learning needs and interests
      e. Outlines prospective program activities

B. Monitoring Student Response to Program Activities
   1. Testing and Strengthening students' intellectual grasp of facts and concepts.
   2. Eliciting personal impressions and reactions.
   3. Encouraging questions and responding appropriately.

C. Helping Students Integrate Learning
   1. Reviewing critical facts and concepts.
   2. Illuminating connections and relationships between experiences and ideas.
   3. Applying new career awareness to old goals and plans.

D. Putting the Exploration to Use
   1. Defining new career directions.
   2. Suggesting avenues of future exploration and action.
   3. Eliciting student evaluation of program activities.

Exploring careers in the employer setting is an enormously concrete and complicated learning experience. The foregoing outlines of content areas are merely points of reference from which to choose and order learning activities; guidelines or criteria against which possible activity selections and revisions may be tested for

inclusion or exclusiton. An effective program addresses itself to these considerations, but no program should simply imitate the outlines in either content or form. Half an hour's activity at a community bank may find students making a contextual insight (I), practicing the simplest tasks of a computer programmer (II), who asks students to describe their career interests (IV) and then discusses the training program which qualified him for his job (III). A knowledge of content goals will hopefully inform the activity, but the activity must have a life and shape of its own.

On-Site Activities: a continuum

Your initial forays into employer settings may leave you with the disturbing impression that each site will demand a totally unique inventive effort in the search for an appropriate lesson plan. Certainly, the remarkable variety of jobs and services available from site to site will present vastly different content options. Beyond these differences in subject matter are the more subtle internal diversities in sites' size organization, and operational styles, which will create a changing pattern of limitations and opportunitites. In the face of these different resources, it is worthwhile to remember that sound general teaching principles and strategies are useful in virtually every learning context, whether it be a school classroom, the data processing center of a community bank, or the accounting office of a small retail operation.

Your past educational experience and your imagination and knowledge of particular student needs and interests will inevitably be the most valuable guides in devising exploration programs. The activity descriptions and model formats which follow provide some examples from successful exploration programs. Taken together, they may be seen as a repertoire of methods and strategies which may enlarge or confirm your own ideas or act as catalysts for further innovation.

All of these activity types and their associated variations have significant value as instructional methods. Each will fulfill a given content goal more effectively and economically than another, but each has definite limitations which must be recognized. The challenge of program planning lies in clearly identifying the learning goal of the moment and in selecting the most appropriate method for its accomplishment. If goal and method are well-suited, desired learning outcomes follow naturally. If, on the other hand, an important learning goal is only vaguely defined or intrusted to an inadequate method, student boredom and confusion inevitably result.

The activity types represent same reliable structures. Guidelines for selecting and ordering these many alternatives will now be presented. They have been drawn from content goals and organizational strategies which have been useful with the pilot site students and well-suited to the resources and strictures of the community. The critical content areas and principles of program design should also be helpful with program development decisions.

Types of On-Site Activities

Each of the following eight descriptive categories suggests a particular teaching method, its anticipated learning outcomes, and a number of examples which indicate the variety and complexity of possible activities. Taken together, the categories represent a continuum of methods and outcomes ranging from the abstract information delivery characteristic of the conventional, teacher-centered lecture presentation to the more concrete, affective learning gains served by student-centered, hands-on work experience. Before considering each category in detail, a close examination of the whole continuum is essential since its constructs and examples will be major points of reference in subsequent discussions.

LECTURE PRESENTATIONS OF FACTS, CONCEPTS, AND PRINCIPLES (UNAIDED)

Optimum Use:

To deliver a body of basic factual information which will assist students in understanding and integrating their observations and experiences at the employer site.

Probable Staging:

In a class or conference room setting (1) during initial orientation segments (2) as preparation for active participation (3) as a summary exercise aimed at integrating what students have seen, heard and done in activities.

Examples:

1. Simple definitions of an organization's goals, processes, and products:
   "An insurance company provides x services by performing y processes and procedures."
2. Complex overviews of organizational structures and processes:
   "The community bank is divided into six major departments which have distinctly different functions:. . ."
3. Topical explanations focusing on major work-related issues and concerns:
   "safety inspections practices," "drug enforcement techniques," "the training requirements and benefits of job x or y"
4. A panel presentation featuring worker representatives of several different jobs in a single career area:
   A social worker, psychologist, and aide discuss interrelated social services provided in their community agency.

AUDIO-VISUAL PRESENTATIONS WITH LECTURER'S COMMENTS AND ANNOTATIONS

Optimum Use:

To deliver necessary facts, concepts, and principles using media which lend both a concrete context and immediacy to informational abstractions.

Probable Staging:

In a class or conference room setting (1) during initial orientation segments (2) as preparation for active participation (3) as a summary exercise aimed at integrating what students have seen, heard, and done in activities.

Examples:

1. The content goals of I (1.-4.), featuring maps, charts, graphs or simple descriptive literature.
2. The content goals of I (1.-4.), featuring slide shows, tapes, photo-exhibits, etc.
3. The content goals of I (1.-4.) featuring short films and documentaries relevant to the site's organization, chief concerns, or activities, etc.

DIRECT STUDENT OBSERVATION OF REAL OR SIMULATED SLICES OF OCCUPATIONAL LIFE

Optimum Use:

To move students beyond the abstractions of factual information into the physical environment of work; to provide them with high impact demonstrations of job duties, equipment, and processes.

Probable Staging:

In appropriate work settings and/or a class room area suited to simulation or supplementary lecture or discussion segments.

Examples:

1. The "walk and gawk, once-over-lightly" tour of the whole operation: *Students move rather quickly through the six departments of the community bank after a brief lecture-orientation.*
2. The "try it, you'll like it" intensive tour of a few major areas, with selected, planned stop-over for:
   a. *equipment examination and handling*
   b. *personnel feature spots*

c. *casual student-worker discussion*
d. *simple task trials by each student.*

3. Structured teaching demonstrations presented by workers showing their actual occupational setting, equipment, and major work activities:
   An x-ray technician takes, develops, and reads a chest x-ray giving interpretive annotations during the process.
4. Students observe employer job-training classes and participate where possible:
   Student observe an introductory class for trainee corrections officers and participate in the discussion periods at the invitation of the instructor.
5. Employees enact a mock, round-table decision-making process which is central to their work:
   Social workers review a fictional client folder and decide on an appropriate course of action, with student input.
6. Students observe selected, real occupational drama and participate in a follow-up discussion:
   a criminal or civil trial-in-progress, a veterinary examination, a surgical procedure, the taping of a T.V. or radio show.

TWO-WAY VERBAL EXCHANGES BETWEEN EMPLOYEE INSTRUCTORS AND STUDENTS

Optimum Use:

To give students an opportunity to shape, articulate and actively integrate significant information and experiences.

Probable Staging:

In a class or conference room setting before and/or after "action segments" such as intensive tours, feature films, simulations, "hands-on" participation, etc.

Examples:

1. Casual exchanges of facts, opinions, expectations:
   Instructor asks each student to comment on his present career interests.
2. Structured question and answer sessions geared to establishing or reviewing critical facts, concepts, or principles:
   "Name the three jobs you have examined today and mention the major responsibilities of each."

3. Guided examinations of student reaction to observations and experiences gained in the course of the program:
"Would you like to be a bank teller, a data processor?" (Why; Why not?)

4. Systematic discussion to assess, summarize, and integrate impressions, information, and experiences:
"Think for a few minutes about all the jobs you have seen here and then tell us which of them best suit your interests and abilities."

5. Oral presentations by students featuring their assessments of work-related problems or experiences:
Students are asked to prepare a two minute presentation evaluating the effectiveness of the program activities.

BASIC SKILLS DEVELOPMENT PROJECTS USING SITE RESOURCES AND CONCERNS

Optimum Use:

To teach specific basic skills and demonstrate their relevance to the requirements of real work.

Probable Staging:

In the environment of work, as homework to be discussed on site, or in a school setting designated to follow up exploration activities.

Examples:

1. Students work with equipment and personnel to solve math problems:
"Calculate the quantity of sulphur by-products you found in the anti-pollution equipment."

2. Students use simple research methods to explore questions raised at the site:
Resource-site coordinator helps students prepare a simple questionnaire to be administered to their peers and analyzed during a subsequent program day.

3. A social studies teacher or guidance counselor assists students in reading and writing up their findings on a site-related topic:
"How has the union movement influenced personnel practices in the skilled trades?"

ROLE-PLAYING AND PROBLEM SOLVING GAMES AND PROJECTS

Optimum Use:

To allow students to participate in highly imaginative and personalized explorations of worker roles and major organizational issues, such as human relations, budgeting, management strategies, etc.

Probable Staging:

A seminar or class room setting following instructional inputs in the form of lectures, discussions, or demonstrations.

Examples:

1. Students adopt and play out a typical personnel problem or potential conflict which has been stated hypothetically:
   Union spokesmen, management representatives and arbiter negotiate the terms of a new contract.
2. Students act as a group to draft a personnel policy which is to establish fair criteria for promotion in a specific job category.
3. Students draw up a hypothetical budget governing the site and then check their guesses against actual fact.
4. Each student creates a simple product which might be used to advertize an aspect of the site which they have found particularly striking:
   With the help of a public relations specialist, each student writes a news release describing his favorite zoo animal.

"AS-IF," FULL-SCALE SIMULATIONS OF REAL WORKER ACTIVITIES

Optimum Use:

To allow students to apply information and experiences to tasks which approximate the challenges and satisfactions of real work.

Probable Staging:

After information and observation inputs, using minimal props in a staged or real work setting.

Examples:

1. Students take turns performing one simple task with minimal equipment:
   "Now use the geiger counter to find two radiation sources which we have hidden in the supply room."

2. Students perform a logical sequence of tasks which represents several major duties of a given job:
   Using a small conference room supplied with a selection of food samples, a microscope, and one reference text, an F.D.A. entomologist supervises as students prepare slides, tentatively identify contaminants, and check their hypotheses.
3. Students prepare and enact a significant piece of occupational drama which involves an imaginative mastery of several interrelated jobs or procedures:
   a. *Using the records of actual case histories, students script, cast and perform a mock criminal trial (to be video-taped and critiqued by an attorney or a paralegal specialist).*
   b. *To gain concrete knowledge of hiring procedures and job requirements, students take a sample employment test, fill out a real application and help interview a "student finalist," all with the assistance of a personnel specialist.*
4. Students participate in "interlocking" simulations which reflect the roles of many jobs as they contribute to a firm's entire production process:
   Students use their own visit to a local newspaper as material for a feature story which they write, edit, set and "help" publish.

PERFORMANCES OF REAL WORK TASKS WITH REAL WORK OUTCOMES

Optimum Use:

To give students first hand knowledge of the demands, satisfactions, and accountability of real work.

Probable Staging:

After considerable orientation, observation, and supervised practice at real work sites.

Examples:

1. Students provide assistance or support functions in an observer/apprentice relationship to an employee:
   Typical duties might include typing, filing, cleaning equipment, recording data, and responding to phone calls.
2. Students assume full responsibility for handling one important duty of an employee:
   A student takes over counter sales in a small retail firm.

3. Students render a full range of services in close proximity to working professionals:
   A student with good reading skills teaches language arts to a small group of children in a local daycare center.
4. Students execute a complex work project in several stages with periodic intervention and coaching by a supervising professional:
   Student studies models, gathers materials, and designs a display window for probable use in a clothing store's fall advertising campaign.

Steps in the Design and Development of Exploration Programs

The process for designing and developing learning activities for Career Exploration involves using the information contained in the resource site-analysis forms. These were completed for each resource site participating in Career Exploration.

The data contained in the resource-site analysis forms provide resource coordinators with an information base to be used in the development of learning activities. Throughout the program development process, the collaborative efforts of resource coordinators and resource-site coordinators are required.

Before implementing Phase One of these guidelines, resource coordinators should complete the following tasks:

1. Review the contents of each resource site's *Job Area Training and Responsibility Form.*
2. Develop a list of all jobs and occupations and their related levels of training and responsibility that the resource sites assigned to the cluster are willing to make available for instructional purposes. These jobs and occupations are listed under specific levels of training and responsibility and are indicated by checkmarks that have been placed beside the title of the jobs and occupations. In some instances, one or more of the resource sites assigned to the cluster will have indicated the availability of the same job or occupation. In these cases, only one job or occupation, along with the specific level of training and responsibility, need to be listed on a sheet of paper.

Phase One

The following procedures have been formulated to facilitate the development and design of each course in terms of:

1. defining a goal for each course,
2. formulating cluster course objectives which will achieve the goal statements,
3. defining the scope and sequence of each course's content, and
4. determining the maximum and minimum number of students that each course can accommodate.

Course goals are defined as broad statements which describe the purpose of each cluster. Course objectives are defined as specific statements which describe how the goal statement will be achieved and what students are likely to be when they have completed the course. Scope is defined as the range of jobs and occupations that constitutes the course. Sequence is defined as the order in which the jobs and occupations in a course are presented to students. To facilitate the development of each course, resource coordinators should complete the following steps:

Step 1. Explain to the resource-site coordinators the concept, goals and objectives of Career Exploration that have been formulated.

Step 2. Ask the resource-site coordinators to describe a goal for the course.

When formulating goal statements, resource coordinators should keep in mind that a goal statement should describe the overall purpose or intent of the course. Another way of formulating a goal statement is to ask the question, "Why does the course exist and what is it trying to accomplish?" Resource coordinators should keep in mind that goal statements formulated for each course must parallel the goal formulated for Career Exploration. Two examples of goal statements follow:

1. To provide students with a means of acquiring specific knowledge and skills related to social service jobs and occupations.
2. To provide students with an understanding of the service provided by people in health careers.

Step 3. Initiate a discussion among the resource-site coordinators concerning the goal statements that have been presented. This discussion should center around:

a. clarifying the goal statement

b. arriving at a consensus on the goal statement

Step 4. At the end of the discussion on the goal statement and when there appears to be a consensus among the resource-site coordinators, describe the goal statement on the *Career Exploration Cluster Course Form,* and read the statement back to the resource-site coordinators for their review.

Step 5. Ask the resource-site coordinators to describe how they think the goal of the course can be achieved in terms of specifying a set of course objectives.

When formulating course objectives, resource coordinators should keep in mind that objectives are statements which describe how goal statements will be achieved. Also, the objectives that are to be formulated must parallel the objectives formulated for Career Exploration.

Step 6. Initiate a discussion among the resource-site coordinators concerning the objectives that have been provided. This discussion should center around:

a. clarifying the objectives presented.

b. arriving at a consensus in terms of specific objectives that the resource-site coordinators, as a group, can agree upon.

c. insuring that the objectives can be achieved by student learners.

Resource coordinators will have a major role in deciding if students can achieve the objectives based upon their knowledge of the student population.

Step 7. After this discussion has concluded and there appears to be a consensus among the resource-site coordinators as to what the objectives for the course should be, resource coordinators should list the objectives on a sheet of paper.

Step 8. Read each objective back to the resource-site coordinators. Ask the coordinators the following questions:

a. Do the objectives that have been described represent your views as to how the goal of the cluster can be achieved?

b. Are there any changes, deletions, or additions that should be made?

Step 9. After the group has reached consensus on any changes, deletions or additions, resource coordinators should record the objectives on the form.

Step 10. Explain to the resource-site coordinators that the next decision that they must make focuses on deciding the scope or content areas of the course in terms of related jobs and occupations.

Step 11. Explain to the resource-site coordinators that you have reviewed each resource site's *Job Area Training and Responsibility Form,* and have created a list of all of the jobs and occupations, along with their corresponding levels of training and responsibility, that each of the resource sites assigned to the cluster are willing to make available for instructional purposes. The jobs and occupations have been further grouped under the following levels on a sheet of paper:

a. Professional jobs and occupations

b. Semi-Professional jobs and occupations

c. Skilled jobs and occupations

d. Semi-skilled jobs and occupations

e. Unskilled jobs and occupations

f. Entry-level jobs and occupations

Step 12. Read each of the levels and their corresponding jobs and occupations to the resource-site coordinators.

Step 13. Explain to the resource-site coordinators that the jobs and occupations and their corresponding levels can represent the scope or content areas of the course. However, it might be necessary to delimit the number of jobs and occupations while maintaining some continuity in terms of the various levels of training and responsibility.

Step 14. Initiate a discussion in terms of the scope or content areas of the cluster course among the resource-site coordinators. Ask the coordinators to consider the following:

> Will the jobs and occupations that are being considered facilitate the achievement of the goals and objectives formulated for Career Exploration in general and for the cluster course in particular?

Resource coordinators should allow sufficient time for a discussion on the question, but press for consensus on jobs and occupations that will continue the scope or content areas of the course. After the resource-site coordinators have arrived at a consensus, resource coordinators should complete the next section of the *Career Exploration Cluster Course Form.*

Step 15. Write the title of each job and occupation and the corresponding level of training and responsibility on which the cluster will focus.

Resource coordinators and resource-site coordinators are now ready to sequence the course. Resource coordinators should complete the following steps:

Step 16. Explain to the resource-site coordinators the importance of sequencing the content of the course in the following terms:

a. The need to arrange the content in a logical fashion.

b. The need to provide for continuity in terms of the content areas.

Step 17. Suggest to the resource-site coordinator that one way to organize the content of the course is around the career ladder concept. Explain to the resource-site coordinators that by arranging the cluster content in terms of a career ladder, they will be conveying to the students relevant aspects of career and job mobility within occupational or job areas.

Step 18. If the resource-site coordinators ask why the career ladder concept is important, resource coordinators should respond with the following:

> First, providing for career mobility means economy of learning activities instead of the re-introduction of cluster content to which students have been exposed. Time may be devoted to the utilization of the course content at increasingly higher levels. Students can spend their time acquiring additional knowledge and information that is built upon the formation of previous learning activities.

After the resource-site coordinators have discussed the sequencing of the course content, resource-coordinators should insure that the course content is arranged logically in terms of how it will be presented to student learners. Resource

coordinators are now prepared to facilitate the division of the course content among the resource-site coordinators.

Step 19. Ask the resource-site coordinators to consider how the course content which has now been sequenced for the course can best be divided among each of their respective sites. For example:

a. One resource site could focus on the professional or semi-professional jobs

b. One resource site could focus on skilled or semi-skilled jobs

c. One resource site could focus on entry levels or unskilled jobs

Step 20. Advise the resource-site coordinators that two additional decisions must be made by them concerning the course. They are:

a. After the content areas have been divided, how will they be sequenced?

b. In what order will the cluster content be presented to student learners? For example:

1. Entry level and unskilled jobs first.

2. Professional or semi-professional jobs first.

Step 21. On the *Career Exploration Cluster Course Form,* describe the specific content areas and sequence for which each resource-site coordinator has assumed the responsibility.

Step 22. Ask the resource-site coordinators to decide the maximum and minimum number of students that the course, as a whole, can accommodate. Write these numbers in the *Career Exploration Cluster Course Form.*

The number of students to be permitted to enroll in each cluster course must be agreed upon by each resource-site coordinator.

Step 23. Inform the resource-site coordinators that a meeting will be arranged with each of the resource-site coordinators for the purposes of developing and designing individual resource site learning activities.

Resource coordinators should schedule one or more meetings with each resource-site coordinator in the order that sites will be explored. This will allow both resource coordinators and resource-site coordinators to design learning objectives and activities within a framework consistent with the course objectives and the scope and sequence of the cluster course. It also allows resource coordinators and resource-site coordinators to build upon the initial learning activities designed by the first resource site.

Phase Two

The following procedures have been designed to facilitate the development of the learning activities to be provided by each community resource site. The design and development of learning activities consists of both resource coordinators and resource-site coordinators formulating the following:

1. A set of learning objectives.
2. A set of learning activities which complement the learning objectives.
3. A management plan which will facilitate the implementation of the learning activities.
4. A lesson plan of the learning activities to be presented to students.

Implementation of these procedures requires the use of data obtained through the resource-site analysis process. Specifically, each *Potential Learning Activities Description Form* for each of the content areas that the resource site has assumed the responsibility for will be used. Before learning objectives and activities can be developed with each resource site, there are several tasks that resource coordinators must perform:

1. Reviewing the content areas assigned to each resource site.
2. Reviewing the content of each resource site's resource-site analysis forms, specifically each *Potential Learning Activities Description Form.*
3. Separating out the *Potential Learning Activities Description Form* that do not contain occupations for which each resource site has assumed the responsibility.
4. Dividing those *Potential Learning Activities Description Forms* that do contain the occupational areas which reflect the content areas assumed by each resource site into three major categories:
   a. Participation possible for students.
   b. Observation possible for students.
   c. Discussion or demonstration possible for students.

The process for designing and developing learning activities with resource-site coordinators begins with resource coordinators completing a final version of the *Potential Learning Activities Description Forms.* The following steps should be completed by resource coordinators:

Step 1. Review with the resource-site coordinator the specific content areas of the course and the sequence of the content for which his site has assumed the responsibility.

Step 2. Inform the resource-site coordinator that you have divided the occupational areas and their work-related tasks which are contained in the *Potential Learning Activities Description Form* into three categories. Tell him the names of the categories.

Step 3. Suggest to the resource-site coordinator that the starting point for designing learning activities should begin with selecting from the three categories those occupational areas and their work-related tasks which conform to the content areas for which the resource-site coordinator has assumed the responsibility.

Resource coordinators should keep in mind during the selection process that while it is important to select work-related tasks which will provide for maximum hands-on experiences for students, it is equally important to select work-related tasks which will achieve the overall course objectives, and the goals and objectives for Career Exploration. In some instances, selecting work-related tasks where only observations can occur may far better serve the needs and interests of students. This may also be the case where only discussions can occur. There are other considerations that resource coordinators must keep in mind in terms of selecting work-related tasks. These considerations include, but are not limited to:

1. The availability of resource site staff.
2. The number of students that the course as a whole can accommodate.
3. The availability of equipment and supplies.
4. The nature of the work-related tasks in terms of opportunities for these students.
5. The constraints imposed by the resource site.

Step 4. Under "Title of Occupation," on the final version of the *Potential Learning Activities Description Form,* write the title of the occupation that will become part of the learning activities and read the task statement that appears on the *Potential Learning Activities Description Form* to the resource-site coordinator. Ask the following questions and record the responses:

a. If students were to either participate, observe a demonstration or participate in a discussion of the task being performed, how would you describe the objective of this activity?

b. What do you think students will be able to do, or have an understanding of, after being involved in this activity?

c. Assuming that students will be able to do something, gain something, or have an understanding of something, how would you organize this work-related task into a learning activity?

The resource-site coordinator's initial responses to Step 4, sub-steps "a" and "b" are basic components of a learning objective. His response to Step 4, sub-step "c" is basically the statement of a learning activity. However, the responses given to the questions asked under Step 4 must be refined. Several examples are provided below to assist in refining and describing learning objectives:

1. Students will be able to gain a working knowledge of interviewing techniques.
2. Students will have an understanding of how metal plates are pressed and stamped out.
3. Students will be able to perform the filing functions of a clerk.

Step 5. Describe the learning objective for the occupational area and its work-related task on the corresponding line of the new *Potential Learning Activities Description Forms.*

Learning activities need to be described as fully as possible for each learning objective formulated. When the resource-site coordinator answered Step 4, sub-step "c", he provided a corresponding learning activity for the learning objective. Three examples of how learning activities should be described follow:

1. During this session, students will assemble in small groups and will be assigned to personnel interviewers to learn about and participate in interviewing sessions.
2. During this session, students will be assigned to the sheet metal shop and will be under the supervision of Mr. Jones for the purposes of observing how metal plates are pressed and stamped out.
3. During this session, students will be divided into groups of two's and will be assigned to clerical staff for the purposes of learning how filing is done by clerical staff members of this company.

Step 6. Describe the learning activity on the corresponding line of the learning objective.

Step 7. Repeat Steps 4, 5, and 6 until you have exhausted each *Potential Learning Activities Description Form.*

Step 8. Ask the resource-site coordinator if additional learning objectives and activities can be developed which will integrate the goals and objectives of Career Exploration and the cluster course by doing the following:

a. Designing lectures and discussion that center around specific areas that are not covered in learning activities which will focus on achieving the goal and objectives formulated for Career Exploration.

b. Holding a "rap session" with individual workers and supervisors concerning specific information about the worker and his work.

Step 9. Describe any additional learning objectives and activities that the resource-site coordinator feels are appropriate.

Step 10. Review the learning objectives and activities with the resource-site coordinator. Make necessary changes or additions to the learning objectives and activities as needed.

Resource coordinators and resource-site coordinators should consider the following criteria and finalize the design and development of learning objectives and activities:

1. Will students be able to determine the various levels of education and/or aptitudes required to perform the work-related tasks in the occupational area properly?
2. Will students be able to understand the various tasks that workers in the occupation perform?
3. Will students be able to understand the hours, salary, benefits and mobility that the occupation provides?
4. Will students be able to understand the environment in which the worker must perform the occupational tasks?
5. Will students be physically, as well as mentally, involved in the learning activities?
6. Will students be able to collaborate with one another and exchange views and information relative to the various occupations and their work-related tasks?
7. Will students be able to gain new knowledge, skills, and attitudes?
8. Is the relationship between the goals and objectives formulated for Career Exploration, the cluster course, and the learning objectives and activities clear?

After resource coordinators and resource-site coordinators have designed and developed learning objectives and activities, basic management issues must be resolved to allow for implementation.

There are three key issues that must be resolved with each resource-site coordinator: (1) determining when each learning activity will take place in terms of order and time, (2) determining the location within the resource site where the learning activities will take place, and (3) determining who among the resource staff will be involved in supervising the learning activities.

The following guidelines have been formulated to facilitate the resolution of these management issues. There may be issues that arise for which there are no guidelines. In these cases, resource coordinators must rely on their own insight and judgment in attempting to resolve them.

1. Determine which activities will occur on each of the instructional days.
2. Determine how time will be allocated among learning activities throughout each of the instructional days.
3. Determine the locations within the resource site where the learning activities will occur.

4. Determine who among the resource site staff will be responsible for supervising each learning activity.
5. Determine if any learning activity will occur outside the resource site, and if so, where will the learning activity be located.
6. Determine appropriate time allocations for learning activity breaks and lunch breaks.
7. Determine if any special requirements or provisions relative to tools, equipment or supplies are to be used.
8. Determine whether or not there are any special requirements or provisions relative to student dress.

Resolution of the management issues should satisfy these criteria:

1. Time allocations for learning activities must be realistic in terms of the intensity and duration for students.
2. Scheduling of learning activities must satisfy the constraints imposed by the resource site.
3. Movement of students from one learning activity to another must be planned.
4. Supervision of all learning activities must be continuous.

After resource coordinators and resource-site coordinators have resolved the management issues and the resolution to the issues satisfies the criteria listed above, the design and development of learning objectives and activities are completed. This information should now be documented into a lesson plan. The lesson plan will serve a number of purposes:

1. It will put the learning activities into perspective for resource-site coordinators and student learners.
2. It will serve as a guide for managing the learning activities.
3. It will provide a foundation for blending the learning activities with other Career Exploration cluster courses.
4. It will satisfy the basic information requirements of both administrators and evaluators.
5. It will indicate the various subject areas and academic credit that students will receive for successfully completing the learning activities.
6. Finally, it will be used in formulating a program catalog of Career Exploration instructional programs.

During the process of documenting each resource site's learning activities, resource coordinators will find it necessary to refer to each resource site's resource-site analysis folder for information. This information is vital to the formulation of a lesson plan.

For the purposes of documenting the learning activities, resource coordinators will use a series of *Resource Site Program Forms.* For the sake of clarity and convenience, reference will be made to these forms as *Form* I, II, III, and IV. On each of these forms, resource coordinators are asked to specify certain information relative to the resource site and the learning activities.

On *Form I,* there are ten boxes, and each box is numbered from one through ten. Specify the following information in each of the boxes:

1. In *Box one,* write the name of the resource site.
2. In *Box two,* write the address of the resource site.
3. In *Box three,* describe the specific location within the resource site to which the students will report.
4. In *Box four,* describe the forms of transportation that can be used by students to get to the resource site.
5. In *Box five,* describe the starting and stopping times for each of the instructional days that the resource site will provide.
6. In *Box six,* describe the type of dress students will be expected to wear.
7. In *Box seven,* describe the applicability of smoking regulations in the resource site.
8. In *Box eight,* describe the nature of any security regulations. Will students be required to sign in and out of the resource site? Must students wear identification badges?
9. In *Box nine,* describe the nature of any special restrictions imposed by the resource site.
10. In *Box ten,* indicate the location of luncheon facilities within or outside the resource site.

On *Form II,* there are five boxes, each box is numbered from one through five. Specify the following information in each box:

1. In *Box one,* write the maximum and minimum number of students that the resource site can accommodate. This number will be the same for each resource site participating in the cluster course.
2. In *Box two,* describe the sequence in which the resource site will implement its segment of the cluster course. This description should contain the actual starting and ending dates of the resource site's learning activities.
3. In *Box three,* describe the subject area and the amount of academic credit that students will receive for this segment of the cluster course.

In RBS CAREER EDUCATION, students receive academic credit for successfully completing Career Exploration cluster courses. Crediting is a generally accepted practice which is intended to provide a quantative measure of experience. Credits are used to record the amount of time a student was involved in an educational activity in which he achieved at least the minimum level of performance required for the granting of credit. Credits not only indicate the amount of time, but also describe the nature of the educational activity as well. Awarding traditional subject categories of credit for Career Exploration learning activities can be done by analyzing the instructional activities, identifying traditional subject categories, and awarding traditional credits for that portion of the learning activities. A student may be awarded mathematics credit, social studies credit, or other traditional credit for the learning activities.

4. In *Box four,* write the name and telephone number of the resource site coordinator. Include the names of the resource site staff members who will be supervising the learning activities.
5. In *Box five,* write the title of each job or occupation for which the students participate in learning activities.

On *Form III,* there are two boxes and each is numbered. Specify the following information:

1. In *Box one,* describe the purpose or mission of the resource site.
2. In *Box two,* describe the organizational structure of the resource site in terms of its sections, units, divisions or groups, and describe the activity that takes place within each where applicable.

On *Form IV,* there are three boxes, and each box is numbered. More than one *Form IV* will be used to document the larning objectives and activities of each resource site. The number of forms required will be based upon the number of sessions that each resource site will provide in Career Exploration. Specify the follow information:

1. In *Box one,* indicate the day in the learning activies sequence in which specific learning activites will occur (Day 1, Day 2, Day 3, Day 4).
2. In *Box two,* describe each learning objective.
3. In *Box three,* describe each learning activity corresponding to each learning objective. Include the name of the learning supervisor and the location of the learning activity. In some instances, where no learning supervisor is designated, it is assumed that the resource-site coordinator will perform that function. Also, in cases where no location is designated, it is assumed that the location is essentially the location described in the previous activity.

Resource coordinators should follow the same procedures stated above for each learning objective and activity planned for Day One. When breaks occur, indicate the word "break." Complete these same procedures for each additional day of learning activities with each resource site.

Completion of the *Resource Site Program Forms* concludes the documentation process for each resource site learning activities.

Phase Three

The following guidelines have been formulated to facilitate the second in a series of cluster meetings with resource-site coordinators in each cluster course.

Before convening this cluster meeting, resource coordinators should perform the following tasks:

1. Arrange a date, place, and time acceptable to all participants for the cluster meeting.
2. Notify each resource-site coordinator assigned to the cluster of the meeting.
3. Send copies of each resource site's *Resource Site Program Form IV* to the other resource-site coordinator and ask them to review the learning objectives and activities.

In order to facilitate the cluster meeting, resource coordinators should complete the following steps:

Step 1. Ask the resource-site coordinators if they have any questions or concerns regarding the learning objectives and activities that they have reviewed. If there are, what are they?

Step 2. Ask the resource-site coordinators if there are any specific learning objectives or activities that should be changed or deleted.

Resource coordinators should be prepared to make whatever changes, deletions or additions that the resource-site coordinators suggest. However, if there are substantive changes, deletions, or additions that must be made, they should be done with the individual resource-site coordinator at his site, or if it is agreeable with the other resource-site coordinators, they can be made at this meeting.

Step 3. Reiterate the sequence of program implementation with the resource-site coordinators.

Step 4. Advise the resource-site coordinators that prior to program implementation, a meeting will be held so that they can receive training in the management, operation, coordination, supervision, and reporting of their specific learning activities.

Step 5. Advise the resource-site coordinators that during the course of the school year, additional cluster meetings will be held to review and revise the cluster course.

The cluster review meeting represents the conclusion of the development of Career Exploration course learning activities. After the cluster review meeting, resource coordinators are prepared to help develop and produce a career exploration cluster catalog. The catalog represents the collection of each lesson plan that has been documented for each of the courses. Specific guidelines for its development and production are contained in *Career Guidance Component: General Informatian Handbook.*

APPENDIX

CAREER EXPLORATION CLUSTER COURSE FORM

TITLES OF JOBS AND OCCUPATIONS THAT CLUSTER COURSE WILL FOCUS ON:	LEVELS OF TRAINING AND RESPONSIBILITY:
9.	
10.	
11.	
12.	
13.	
14.	
15.	

SPECIFIC CONTENT AREAS BY SITE

	RESOURCE SITE "A"	RESOURCE SITE "B"	RESOURCE SITE "C"
1.			
2.			
3.			
4.			
5.			

MINIMUM NUMBER OF STUDENTS: _____

MAXIMUM NUMBER OF STUDENTS: _____

POTENTIAL LEARNING ACTIVITIES DESCRIPTION FORM

Title of Job or Occupation	Hands-On Experience	Observation
_____ Description of Task: _____ _____ _____ _____ _____ _____	Yes_____ No_____ Constraints: Remarks:	Yes_____ No_____ Constraints: Remarks:
	Other Kinds of Student Participation	
Examples of Constraints: Site Safety Site Security Labor Union Restrictions Physical Restrictions Use of Tools or Equipment Availability of Facilities	Discussion:	Demonstration:

RESOURCE SITE PROGRAM
FORM I

1. EMPLOYER SITE:	6. DRESS CODE:
2. ADDRESS:	7. SMOKING REGULATIONS:
3. DIRECTIONS:	8. SECURITY REGULATIONS:
4. TRANSPORTATION DIRECTIONS:	9. SPECIAL RESTRICTIONS:
5. STARTING AND ENDING TIMES FOR EACH DAYS LEARNING ACTIVITIES:	10. LUNCHEON FACILITIES:

RESOURCE SITE PROGRAM
FORM II

MAXIMUM AND MINIMUM NUMBER OF STUDENTS [1]

DATES OF LEARNING ACTIVITIES [2]

ACADEMIC CREDIT TO BE RECEIVED [3]

4

RESOURCE SITE COORDINATOR: _____ PHONE: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

5

JOBS OR OCCUPATIONS THAT STUDENTS WILL BE EXPOSED TO:

(1) _____ (5) _____

(2) _____ (6) _____

(3) _____ (7) _____

(4) _____ (8) _____

RESOURCE SITE PROGRAM
FORM III

GENERAL DESCRIPTION OF RESOURCE SITE:

1

DESCRIPTIONS OF SECTIONS, UNITS, GROUPS OR DIVISIONS:

2

RESOURCE SITE PROGRAM
FORM IV

1

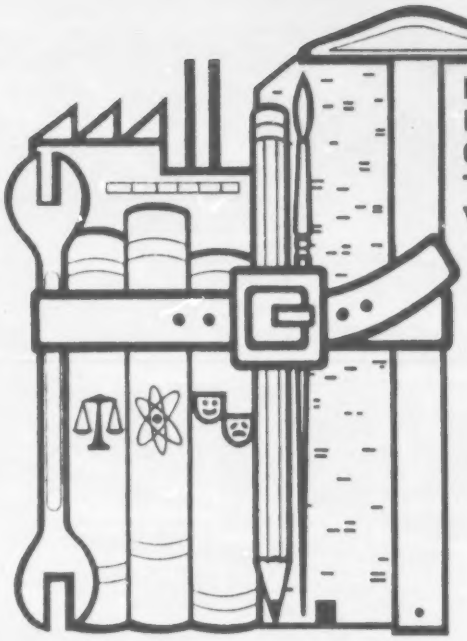
DAY_____

LEARNING OBJECTIVES:

2

LEARNING ACTIVITIES:

3



DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

CAREER DEVELOPMENT COMPONENT: GENERAL INFORMATION HANDBOOK

IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES

ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: RESOURCE SITE ANALYSIS

ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION

TRAINING COMMUNITY RESOURCE SITE STAFF

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION was prepared by Robert L. Holden.
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INTRODUCTION

The purpose of this guide is to describe the procedures for resource coordinators to design and develop Career Specialization activities as part of the CAREER DEVELOPMENT component of RBS CAREER EDUCATION. The procedures are divided into six specific phases:

PHASE ONE	describes the procedures for clarifying the student's interest.
PHASE TWO	describes the procedures for extending the utilization of community participants involved in Career Exploration programs and for developing an additional pool of community participants for Career Specialization.
PHASE THREE	describes the procedures for negotiating student projects.
PHASE FOUR	describes the procedures for identifying potential learning activities at community resource sites.
PHASE FIVE	describes the procedures for designing student projects.
PHASE SIX	describes the procedures for documenting the learning activities through the use of a learning contract.

Information on possible training sessions which resource sites participating in Career Exploration activities may conduct to prepare interested staff to work with students on specialization projects can be found in the component guide on *Training Community Resource Site Staff.*

Career Specialization is designed to meet a wide range of student interests. A specialization is designed to permit student reality-testing of tentative goals, as well as to enable students to acquire some knowledge, skill, and experiences necessary to achieve their career goal. While the learning objectives of each specialization may be different, the anticipated outcomes of all specializations include:

1. Student definition and development of a program of activities, the objectives of the specialization, and the criteria for evaluating performance (in conjunction with the participating staff of the resource site and the resource coordinators).
2. Student production of a specialization project which may be a written or other media report or evidence of successful completion of an on-the-job experience consistent with the objectives defined for the specialization.
3. Student analysis of and reporting on the implications of the specialization experience for personal career planning, including the identification of academic and vocational requirements for pursuit of the occupation investigated.*

The learning activities in the program are based upon a student-negotiated contract. While specializations will initially focus on the development of specific skills or learning more about a certain occupation, they may also emphasize an academic interest and/or a student's public service interests. The possibility of these different emphases gives specializations a leading role in the continuing development and expansion of experiential learning opportunities for students throughout the curriculum. The student is responsible for defining the learning activities in cooperation with the participating community resource coordinator who is to work with the student and supervise the activities. The content of the learning activity to be undertaken is contained in the contract.

The use of a Career Specialization learning contract fosters certain behaviors consistent with the focus of Career Specialization:

1. The student accepts responsibility for the consequences of personal conduct.
2. The student acquires the ability to be tentative and judicious in planning and decision-making.
3. The student acquires the ability to carry out plans and decisions resolutely and responsibly.
4. The student acquires the ability to evaluate himself/herself and become an agent of change in pursuit of personal goals.

*This outcome may be achieved within the context of a guidance program: e.g., *Unit Three* of the *Career Clarification Program.*

The learning contract is a negotiated agreement which formalizes the relationship among the student, the instructor-supervisor, and the resource coordinator. The basic features of the learning contract are:

1. The student, the instructor-supervisor, and resource coordinator collaboratively decide on the learning activity to be implemented, the objectives to be achieved, and the product to be produced.
2. The parties agree on the method of evaluation to be used to determine how well the contract has been fulfilled in terms of the learning objectives and product to be produced.
3. The parties agree upon start and completion dates for segments of the contract or the contract as a whole.
4. The student, the instructor-supervisor, and resource coordinator proceed to fulfill the terms of the contract. The resource coordinator monitors and assesses the student's progress through regularly scheduled visits to the resource site to confer with both the student and the instructor-supervisor.
5. At the end of the contract period, evaluations are discussed by all parties.
6. If the student has not fulfilled the contract, he/she may be given additional time to do so at the discretion of the instructor-supervisor. Because the initial terms of the contract are explicit, it is readily apparent when the contract is in danger of being broken. At these times, a meeting is called between all parties to clarify differences and/or restructure the contract.

In summary, Career Specialization is an instructional program designed to provide the individual student with a means for in-depth reality-testing of an interest or career goal. The basis of Career Specialization is the learning contract. A learning contract formalizes the relationships among the student, the instructor-supervisor and the resource coordinator. The essence of the learning contract is the collaboration among the student, the instructor-supervisor and the resource coordinator in the design of the learning activities.

PHASE ONE

The process for developing learning activities in Career Specialization begins with the *Student Interests Forms*. This is the first form that must be completed. It is suggested that resource coordinators complete this form in the following steps:

Step 1. Ask the student to describe his/her particular interest in terms of a goal or a career area that he/she would like to pursue.

Step 2. Ask the student to describe his/her previous activities that relate to his/her interests.

Examples:

a. through Career Exploration cluster course experiences.

b. through a hobby or an outside interest.

Step 3. On the *Student Interests Form,* write the interests and activities provided to you by the student.

Step 4. Read the description of the interest back to the student and ask the student of the description that you have written best describes his/her interest.

Step 5. Determine with the student if a specialization program is an appropriate response to the student's interest. In other words, can a specialization program meet this particular interest more effectively than a Career Exploration cluster course?

Step 6. Advise the Student that his/her interest must be translated into a goal statement. The student should be asked to participate and consider the following:

a. determine by reviewing with the student the basic purpose and long range aims that the student desires to achieve.

b. determine the desires, aspirations and values that the student has in terms of educational and occupational future.

Step 7. Review with the student the goal statement and ask the student if, in his/her opinion, the goal statement reflects the specific interest expressed.

Step 8. Explain to the student that he/she will be responsible for producing a product during the course of the Career Specialization program. Some examples of the products are:

a. A series of photographs – photography specialization

b. A newsletter – journalism specialization

c. A design for a building or a house – architecture specialization

d. A plan for assisting senior citizens to get health care – social services specialization

Step 9. Ask the student to describe, tentatively, the kind of product that he/she desires to produce and record the response.

Resource coordinators should emphasize that the product must be produced during the time of the specialization program.

Step 10. Advise the student that you will begin to search for a suitable resource site and that you will contact him/her as soon as one is found. Also ask the student if he/she can suggest a specific resource site for the specialization program. If the student has a resource site in mind, record the name of the site on the bottom of the *Student Interests Form.*

STUDENT INTERESTS FORM

1. Describe the student's interest as succinctly as possible in the space below:

_____

_____

_____

_____

_____

2. Describe the student's previous activities related to this interest (including participation in a Career Exploration or completion of the *Career Clarification Program*).

_____

_____

_____

_____

_____

3. Translate the interest description into a goal statement which describes, in an ideal sense, the purpose of a program specifically suited to meet the interest expressed above.

_____

_____

_____

_____

_____

Possible resource site _____

_____

_____

Product to be produced _____

_____

_____

PHASE TWO

The following procedures have been formulated for the purposes of extending the use of community resource sites participating in Career Exploration courses.

Step 1. Review the *Job Area Training and Responsibility Form* contained in all Resource-site analysis folders. Search for specific jobs or occupations under each level that match the student's interests and goal statement.

Step 2. If you locate a specific job or occupation that matches the student's interests, look for a check mark next to the job or occupation. If there is a check mark, then the job or occupation has been analyzed. Proceed to contact the appropriate resource-site coordinator to arrange a meeting to gain a commitment from the resource site to participate in Career Specialization. Proceed to Step 5.

Step 3. If, as a result of the review of the *Job Area Training and Responsibilities Form,* you cannot locate a suitable job or occupation that matches the student's interests, you must identify and recruit a new community resource that can accommodate the student's interests.

Where new community resource sites are needed, the procedures outlined in the *Identification and Recruitment* and *Site Analysis* guides may be followed. In addition, resource coordinators should complete the following step.

Step 4. Survey the participating resource-site coordinators. Ask them if they can suggest a possible resource site or a contact person who might be willing to provide learning activities in Career Specialization. If the response is "yes," ask the resource-site coordinator to provide you with the name, address and telephone number of the potential resource and proceed to Step 5.

The remaining steps conclude the identification of community resource sites for participation in Career Specialization.

Step 5. Contact and arrange a meeting with the appropriate potential supervisor.

Step 6. Explain the purpose of Career Specialization and the specific student's interests and goal statement contained in the *Student Interest Form.* In those instances where a job or occupation has been identified at a participating community resource site, advise the potential supervisor that you have reviewed the site's resource-site analysis file and that you have identified a specific job or occupation that matches the student's needs and interests.

Step 7. Ask the potential supervisor if a specialization program can be arranged and if he/she will work with the student to define a project. If the response is "yes," arrange a meeting between the potential supervisor, the student and yourself. If the response is "no," go back to Step 5, and renegotiate until you have exhausted all possible channels.

Step 8. Make an appointment with the student who has expressed the specialization interest for final verification and commitment. Explain to the student that the following events will occur:

a. Both the resource coordinator and the student will meet with the potential supervisor.

b. The student will be asked to explain his/her specific interest and goal.

c. The student will be asked to explain the product that he/she would like to produce.

d. The student and supervisor will then proceed to negotiate a project that is mutually agreeable to both parties.

Resource coordinators should inform the student to begin to think of how much time he/she can put into the specialization program and how long the program should last.

PHASE THREE

The following guidelines deal with negotiating a student specialization project and defining a product that the student will produce as part of the specialization project. The negotiations take place with people in the community who have agreed to participate in Career Specialization. Resource coordinators should complete the following steps:

Step 1. Introduce the student to the potential supervisor.

Step 2. Help the student describe his/her interests and goal to the potential supervisor.

Step 3. Ask the potential supervisor to respond to the statements in terms of his/her view of an experience that he/she is willing or able to offer the student.

Step 4. Ask the student to describe the product that he/she would like to complete during the Career Specialization program at the resource site.

Step 5. Ask the potential supervisor if the product that the student desires to produce is feasible within the existing time frame and available resources.

Step 6. Determine if a project can be further defined. If it can, proceed to *Phase Four.* If it can not, return to *Phase Two* of these guidelines until a program can be designed.

Resource coordinators monitor and advise throughout the negotiation process while the student and the potential supervisor work to shape the student's project.

PHASE FOUR

The following procedures have been formulated for the purposes of selecting potential learning activities for development into specific learning activities.

Implementation of these procedures requires the use of data obtained through *resource-site analysis* for the *Potential Learning Activities Description Form.* Before potential learning objectives can be selected and activities can be developed, there are several tasks that resource coordinators and students must perform:

1. Reviewing the content of the *Potential Learning Activities Description Form.*
2. Dividing the information on the *Potential Learning Activities Description Form* into three major categories:
   a. Participation possible for the student
   b. Observation possible for the student
   c. Discussion or demonstration possible for the student.

The process for selecting potential learning activities with the student and potential supervisor begins with the resource coordinator completing a *Career Specialization Activities Form.*

Step 1. Advise the potential supervisor and student that the first step in the process of designing learning activities is the formulation of an overall learning objective. This objective should describe how the project will attempt to achieve the goal formulated by the student for Career Specialization.

Step 2. Describe the overall objective on the *Career Specialization Activities Form.*

Step 3. Provide the potential supervisor with the information that you and the student developed from the *Potential Learning Activities Description Form.*

Step 4. Suggest to potential supervisor and student that the starting point for designing learning activities should be the selection from the three categories those work-related tasks that can best maximize the students' chances of gaining an in-depth experience in the occupation or job area.

During the selection process, resource coordinators should keep in mind that while it is important to select work-related activities which will provide for maximum hands-on experiences for student learners, it is equally important to select work-related tasks which will achieve the overall interest and goal of the student. In some instances, selecting work-related activities where only observations can occur may far better serve the interests and goal of the student. This may also be the case where only discussions can occur. There are other considerations that resource coordinators must keep in mind in terms of selecting work-related activities. These considerations include, but are not limited to:

1. The availability of resource site staff.
2. The nature of the work-related activities in terms of appropriateness for the student.
3. The availability of equipment and supplies.
4. The compatability of the work-related activities to the product that the student will produce.
5. The constraints imposed by the resource site.

Step 5. Suggest to the potential supervisor and student that the selection process should focus on those work-related activities in which the student can fully derive knowledge and skills appropriate to his/her interests and goals.

Step 6. Describe each work-related activity that has been selected on the *Career Specialization Activities Form.*

Step 7. Determine with the potential supervisor and student if there are other activities which the student can either participate in, observe, or discuss and which will reinforce the interests and goals of the student.

Step 8. Describe other potential activities that the resource site can provide and which will reinforce the interest and goal of student and the goal of Career Specialization.

Step 9. Review the work-related activities that have been selected with the potential supervisor.

Step 10. Make any necessary changes, deletions, or additions.

PHASE FIVE

The following procedures have been designed to facilitate the development and design of learning activities to be provided by the resource site for specialization projects. The design and development of learning activities requires the student, the potential supervisor, and the resource coordinator to formulate (1) a set of learning objectives and (2) a sequenced set of learning activities. This information completes the *Career Specialization Activities Form*. Resource coordinators should complete the following steps:

Step 1. Ask the potential supervisor the following questions about each selected work-related activity:

a. How would you describe the objective of the activity?

b. What do you think the student could learn by being involved in this activity?

c. Assuming that the student will be able to do something, gain something, or have an understanding of something, how would you organize this work-related activity into a learning activity?

The potential supervisor's initial responses are basic statements of learning objectives. However, the responses given to the questions asked in *Step 1* must be refined. Several examples are provided below to assist in refining and describing learning objectives:

1. The student will be able to gain an in-depth understanding of keypunch machine operation.
2. The student will be able to demonstrate how computer programming is done.
3. The student will be able to interpret elementary data sheets obtained from the 1360 computer on inventory control.

Step 2. Describe the learning objective for each work-related activity on the *Career Specialization Activities Form* on the corresponding line of each work-related activity.

Learning activities must be described as fully as possible for each learning objective formulated. Three examples of how learning activities should be described follow:

1. During this specialization program, the student will be assigned for the first day with Mr. Smith for the purposes of learning elementary typing procedures.
2. For a period of two days, the student will be assigned to Mr. Smith and will be taught how to program the 1360 computer for stock inventory control.
3. For a period of two days, the student will be assigned to Ms. Paul and will be instructed in data interpretation from the 1360 computer.

Step 3. Describe the learning activity for each objective on the corresponding line of the learning objective.

Step 4. Repeat Steps 1, 2, and 3 until you have exhausted each work-related activity that has been selected.

Step 5. Ask the potential supervisor to describe additional learning objectives and activities which will reinforce the goal of Career Specialization, the interest and goal of the student, and the product that the student will produce.

Step 6. Describe these additional learning objectives and activities on the *Career Specialization Activities Form.*

Step 7. Have the potential supervisor and the student indicate how the learning activities are to be sequenced.

Step 8. Ask the potential supervisor and the student to describe a process by which the student's performance and product will be evaluated at the end of the specialization program. For example:

a. The potential supervisor will administer a twenty-five item written test to the student.

b. The potential supervisor and resource coordinator will jointly ask the student to respond orally to twenty questions concerning the use and operation of the IBM 1360 computer.

c. The potential supervisor will administer a one hour key-punch typing test to the student. This test will involve the student key-punching fifty IBM cards with a minimum of two errors on each card.

The resource coordinator, the potential supervisor and student should consider the following criteria and finalize the design and development of learning objectives and activities.

1. Will the student be physically, as well as mentally, involved in the learning activities?
2. Do the learning activities parallel and reinforce the product that the student is responsible for producing?
3. Are the learning activities designed to provide the student with a means for acquiring focused, reality-based experiences which will enable him/her to test emerging interests and goals?
4. Are the learning activities sequenced?

After the three parties have finalized the learning objectives and activities, this information must be documented in a *Career Specialization Learning Contract.*

PHASE SIX

The following procedures describe the preparation of a *Career Specialization Learning Contract.* Resource coordinators should complete the following steps:

Step 1. Describe the following in Part One of the contract.

a. Name of the Student.

b. Title of the Specialization.

c. Name of the potential supervisor.

d. Title of the Resource Site.

e. Address of the Resource Site.

f. The day, time and dates of the Specialization.

g. Academic Credit to be received.

In RBS CAREER EDUCATION, students receive academic credit for successfully completing Career Specialization projects. The following guidelines have been suggested to assist resource coordinators in calculating academic credit and for the awarding of that credit to traditional subject categories. The system devised by RBS can be adopted or adapted to fit local school district policies concerning the awarding of academic credit:

1. Crediting is a generally accepted practice which is intended to provide a quantitative measure of experiences. Credits are used to record the amount of time a student was involved in an educational activity in which he/she achieved at least the minimum level of performance required for the granting of credit. Not only do credits indicate the amount of time, they describe the nature of the educational activity as well.

2. Credit will be awarded for each hour session of instruction scheduled over a year. Fractional credits can also be used for shorter time periods, where school policy permits: e.g., 0.1 credit for each 12–15 hours of instruction.

3. Awarding traditional subject categories of credit for Career Specialization learning activities can be done by analyzing the learning activities, identifying traditional subject categories of content, and awarding traditional categories of credit for that portion of the learning activities. A student may be awarded mathematics credit, social studies credit, or other traditional credit for the learning activities.

Step 2. Describe the following in Part Two of the contract:

a. The overall objectives of the Career Specialization learning activities.

b. The learning objectives formulated.

c. The learning activities designed.

d. The product(s) that the student will produce.

Step 3. Describe the following in Part Three of the contract:

a. The process that will be used to evaluate the student's achievement of the learning objectives and the product to be produced.

Step 4. Review with the parties the content of the learning contract and make whatever changes are deemed necessary.

Step 5. In RBS CAREER EDUCATION, the learning contract is signed by the student, the instructor-supervisor, and the resource coordinator. While the signatures are non-binding in a legal sense, they do, in a moral sense, commit all parties to performing their responsibilities. If signatures are desired on the learning contract, they should be secured. After they have been affixed to the contract, give a copy to the student, a copy to the potential supervisor, and file a copy in the student's folder. The contract is put into effect according to its terms.

CAREER SPECIALIZATION ACTIVITIES FORM

OVERALL OBJECTIVES OF THIS SPECIALIZATION PROGRAM:

_____

_____

WORK-RELATED TASKS SELECTED	LEARNING OBJECTIVES	LEARNING ACTIVITIES
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

SUMMARY

In summary, developing learning programs for Career Specialization programs involves the collaborative efforts of the student, resource coordinator, and community participants. While the focus of specialization in the pilot program has been on career development, the procedures outlined in this guide may also be applied during later efforts to extend the use of community resources as part of project activities throughout the school.

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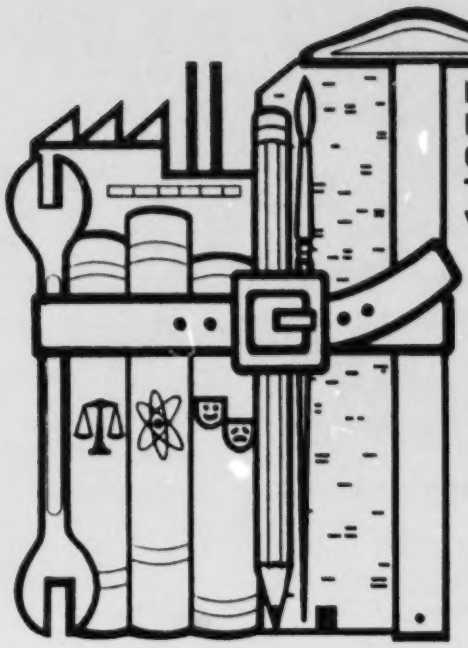

EDUCATION
IS
GOING
TO
WORK

TRAINING COMMUNITY RESOURCE SITE STAFF

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. TRAINING COMMUNITY RESOURCE SITE STAFF is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

CAREER DEVELOPMENT COMPONENT: GENERAL INFORMATION HANDBOOK

IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES

ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: RESOURCE SITE ANALYSIS

ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION

DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION

TRAINING COMMUNITY RESOURCE SITE STAFF was prepared by Richard L. Spanier.
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TO THE RESOURCE COORDINATOR

You have been selected to perform certain tasks associated with the Career Development Con.ponent of the career education program. Among these tasks is the training of those persons who will be overseeing the instructional programs at community resource sites, the resource site coordinators. The interaction between you and the resource site coordinators is critical to the success of the program and is the cornerstone of the experience-based career education concept. Working as a team, you will both be responsible for developing instructional programs and organizing the resource site to provide effective and efficient learning environments. It is anticipated that the most frequently voiced concerns of the resource site coordinators will center around their own, and their staff's uncertainties concerning the program, and around logistical problems associated with establishing a smoothly functioning program for students. This handbook has been developed to assist you in providing effective counseling to the resource site coordinators you will be working with.

It is suggested that you conduct three training sessions with resource site coordinators. The first two sessions will involve those resource site coordinators conducting the group oriented career development activity, Career Exploration. The third session will be geared to those involved in the individualized career development activity, Career Specialization. In some cases, resource site coordinators will be involved in both activities, in other cases there will be no such overlap. It is important that each resource site coordinator be prepared to return to the resource site and plan for the implementation of the program (using you as a source of assistance and information when necessary). The relationship between yourself and the resource site coordinator should be viewed as symbiotic, both of you possess knowledge and skills the other needs to gain the objective of creating the best instructional program possible. Your training as a resource coordinator has equipped you to assist the resource site coordinator in understanding the aims of the program and his role in it, in analyzing the site in terms of its potential learning activities and in developing those potential learning activities into an instructional program. The resource site coordinator possesses knowledge of the resource site and the work that is performed there. Additionally, the resource site coordinator, as an "insider", is able to personally motivate the site staff who will be working with the students.

The Training Sessions

Arrangements for conducting the training sessions will be made either by the program manager or the Career Development component manager. It is important that the first session be conducted after resource sites have been identified and recruited (and resource site coordinators named) and prior to the formulation of a clustering system and the start of the site analysis process. The second session should be conducted after the clustering system has been finalized, and before program development has begun. The third session should be conducted after sites have been identified and recruited to meet students' Career Specialization interests and prior to the negotiation of the students Career Specialization Learning Contracts.

Training Session I. The first training session should serve two functions. First, resource site coordinators should be provided with an overview to the program, focusing on the roles they will play and the responsibilities they will have incurred. Second, they should be prepared to participate in two activities which precede the development of instructional programs in Career Exploration; these activities consist of formulating a clustering scheme and conducting site analyses.

It is important to you that resource site coordinators understand their roles and responsibilities because they will be functioning as the administrators of instructional programs for which you are ultimately accountable. In your introductory remarks to the resource site coordinators you will probably wish to emphasize the following responsibilities:

- monitoring the daily operations of the program;
- insuring that scheduled activities take place as scheduled, that staff have been identified to assist students in those activities in a planned way, and that staff have on hand all necessary materials in sufficient quantity;
- reporting student progress and any mishaps that may occur on-site;
- assuring that student movement throughout the site does not create confusion or interfere with normal work activities at the site;
- maintaining communications with the staff and the students;
- providing input to the evaluation of each student; and
- suggesting revisions in the program based upon their experiences and those of the staff and the students.

If there are additional responsibilities you foresee for the resource site coordinators, you will probably want to introduce them during this session.

Prior to conducting this training session, you will have received instruction in the processes of formulating a cluster system and conducting site analyses. Both of these processes have associated activities requiring the training and assistance of resource site coordinators.

Formulating a Cluster System

The process of formulating a cluster system requires that the resource site coordinators understand the concept of clustering and the specific cluster system used in the career education program. In this training session the following information should be presented:

- cluster systems are used to organize the world of work into units that are manageable in terms of providing instructional programs for students;
- the cluster system used in the career education program uses the primary focus of worker activities as the criterion for a site's being placed within a specific cluster. For example, in a Social Service cluster three agencies might constitute its membership; a county agency providing aid to the visually handicapped, a state agency involved in a drug abuse prevention program, and a Federal agency administering a program of relief to indigent senior citizens;
- the cluster system used in the pilot program consists of seven major occupational groups under which a number of clusters may be formed. The seven groups are Service, Business Contact, Technology, Outdoors, Science, General Culture and Arts and Entertainment;
- the cluster that a resource site is placed in tentatively may not be the only cluster it resides in finally;
- final placement of the resource site in a cluster will be determined by the information obtained through the site analysis procedure. Site analysis will be used, in part, to determine whether organizational sub-units of resource sites can be used to fill gaps in other clusters. For example, the shipping department of Jones' Produce, a participant in the Agriculture cluster, might be used in the Transportation cluster as well;

Site Analysis

The site analysis process requires a heavy investment of time by the resource site coordinators as well as a clear understanding of its purposes. In this training session the resource site coordinators should be familiarized with the process of site analysis and with the forms they will either assist in completing or complete themselves. The following points should be emphasized:

- site analysis is a series of information-gathering procedures with associated forms, and is used to determine how a resource site will be utilized (which cluster(s) it will be part of) and the sorts of potential learning activities that might be developed into an instructional program;
- the site analysis process utilizes six information-gathering forms (See Appendix A);
- resource site coordinators will play the major role in the process by providing the information required for them to either assist in completing forms, or to complete forms themselves;

- the *Resource-Site General Information Form* is completed by the resource coordinator with the assistance of the resource-site coordinator. This form documents the general purpose and organizational structure of the resource site;
- the *Classification of Occupational Activities Form* is completed by the resource-site coordinator. This form documents which of the cluster areas various organizational units of the resource site might reside in;
- the *Jobs Available for Exploration Form* is completed by the resource coordinator with the cooperation of the resource-site coordinator. This form lists the jobs at each site which students could potentially explore;
- the *Job Area Training and Responsibility Form* is completed by the resource coordinator with the assistance of the resource-site coordinator. This form documents the various jobs and occupations that reside within each resource site, and the levels of responsibility and training involved in each;
- the *Job Task Description Form* is completed by the resource coordinator with the assistance of the resource site coordinator. This form documents the tasks performed by workers in each of the jobs specified on the *Job Area Training and Responsibility Form.* A *Job Task Description Form* must be completed for each job listed on the *Job Area Training and Responsibility Form;*
- the *Potential Learning Activities Form* is completed by the resource coordinator with the assistance of the resource site coordinator. This form documents potential learning activities associated with the tasks that have been documented on the *Job Task Description Forms.* A *Potential Learning Activities Form* must be completed for each task listed on the *Job Task Description Forms;* and
- the ultimate responsibility for the completion and maintenance of the forms associated with the site analysis process is the resource coordinator's.

The purpose of this training session is simply to familiarize the resource site coordinators with the process of site analysis and the associated forms. Individual attention will be provided to the resource site coordinators during the implementation of the process at their site.

To summarize, the objectives of the first training session you will be conducting with with resource site coordinators are:

1. to familiarize them with the career education program, the roles they will be performing, and responsibilities they will be accountable for as resource site coordinators; and
2. to prepare them for participating in the processes of formulating a cluster system and conducting site analysis.

It will be your responsibility to assess how well these objectives have been met in the sessions you conduct.

Training Session II. The second training session should take place after the site analysis process has been completed and the clustering system has been finalized. The objectives of this session are to prepare the resource site coordinators to:

1. assist in the development of instructional programs for Career Exploration;
2. prepare their staff for participation in the instructional program; and
3. plan for the logistical problems posed by the instructional program.

The process of developing instructional programs must be made clear to the resource site coordinators you will be working with. While it is important that the resource site coordinators understand the developmental framework, it is not necessary for them to be able to apply that framework by themselves. In developing the instructional program, you will provide the developmental expertise, and the resource site coordinators the substance of the program.

The following points should be emphasized in your discussions with the resource site coordinators relative to program development:

- the developmental effort is a team effort. Resource site coordinators supply the knowledge of their sites and you will provide the developmental framework;
- instructional programs will be developed as cluster courses, with each of the sites within a cluster providing experiences that are typical of the work engaged in at the site;
- resource site coordinators will be expected to attend two meetings conducted by you and attended by other resource site coordinators in the cluster;
- the objectives of the first cluster meeting are to define a cluster goal, formulate cluster course objectives to achieve the cluster course goal, define the scope and sequence of cluster course content, and determine the maximum and minimum numbers of students the cluster course can accommodate;
- the cluster course goal is defined as a broad statement defining the purpose of the cluster;
- the cluster course objectives are defined as specific statements describing how the goal will be achieved and what students will gain from the experience;
- scope is defined as the range of jobs and occupations presented in the cluster course;
- sequence is defined as the order in which the jobs and occupations are presented in the cluster course;

- the developmental activities associated with the first cluster meeting will be documented on the "Career Exploration Cluster Course Form;" (See Appendix B)
- at the conclusion of the first cluster meeting, concensus will have been reached concerning the content that will be presented at each resource site;
- prior to the second cluster meeting, you will meet with each of the resource site coordinators to develop learning activities for their sites using the information obtained from the site analysis previously conducted;
- the learning activities for each site will be documented in a lesson plan detailing daily activities and learning objectives. These lesson plans will be circulated to all resource site coordinators in the cluster; (See Appendix C)
- after all sites in the cluster have developed instructional activities, and the lesson plans have been reviewed, the final cluster meeting will be held;
- the objectives of the second cluster meeting is to finalize the lesson plans based on the mutual review that has occurred; and
- resource site coordinators will be expected to attend another cluster meeting near the end of the cycle to revise the cluster course using operational experiences as a guide.

After the resource site coordinators have assisted you in the development of their site's instructional program, there are a number of implementation tasks they will have to plan for.

Resource site coordinators will have to choose site personnel to work with the students who will be on site. Participation of site personnel will be determined by the specific jobs that have been selected for present action in the site's instructional program; *i.e.*, if a welder's job is to be studied by students, a welder should be involved in instructing the students. Selection of site personnel to instruct students is the responsibility of the resource site coordinator and may require the approval of his superiors. When site personnel have been selected, the resource site coordinator will have to plan for:

- orienting the site personnel to the overall program and their responsibilities to it. An information guide has been developed to aid in this orientation and is attached to this handbook. The guide is titled, *An Introduction to the Career Development Program: Why Are You Involved? What Will You Have to Do?* Copies of this guide will be available from Research for Better Schools, Inc.; and
- release of site personnel for participation in instructional activities. Resource site coordinator will have to make the necessary arrangements.

After staff have been selected and oriented to the program, and their participation has been approved, the resource site coordinator will have to plan for the documentation of the program with respect to the record keeping functions. These forms are used to plan for the logistics involved in the learning activities, assist in the evalua-

tion of students, familiarize the staff with the interests of students, and provide input to the process of program revision. A number of forms have been developed for this purpose and are contained in the *Resource Site Record Keeping Guide* attached to this handbook. Resource site coordinators must receive copies of the *Resource Site Record Keeping Guide* during this training session.

When the resource site coordinator has selected and oriented the site's instructional staff and has familiarized himself/herself with the record keeping system, the program will be ready for operation.

In summary, the objectives of the second training session were to prepare resource site coordinators to assist in the development of instructional programs for Career Exploration, prepare their staff for participation in the instructional program, and plan for the logistical problems posed by the instructional program.

Training Session III. The third training session should be conducted after sites have been recruited to meet students' Specialization interests. The member of the resource site who will be directing the student will be trained by the resource coordinator who has been assigned the responsibility of coordinating the Career Specialization Program. The objectives of the third training session are to:

1. orient the resource site coordinator to the program focusing on Career Specialization and their responsibilities;
2. prepare the resource site coordinator to assist in the site analysis process, if necessary; and
3. prepare the resource site coordinator to assist in program development activities including all record keeping functions.

The orientation presentation that you have previously made to resource site coordinators in Training Session I can be repeated to the resource site coordinators during this training session. In the event that the resource site coordinator has already been oriented you need only to review the original presentation. However, you must focus on the fact that Career Specialization differs from Career Exploration in that it is an individualized activity requiring specialized attention to one student; that instead of a group lesson plan the resource site coordinator will assist in the negotiation of individual learning contract between the student, himself and you; and that the resource site coordinator will assist the student in the development of an individual project.

If the resource site has not undergone site analysis previously, as a result of being in the Career Exploration program, the resource site coordinator will have to assist you in this activity. The procedures are the same as for Career Exploration as detailed in Training Session I with the following exception; site analysis has to be performed *only* for the specific job(s) that the student is interested in studying.

When the resource site coordinator has been oriented to the program and has been instructed in the site analysis procedure, he or she may be trained to assist in program development. The following points should be emphasized:

- the development effort is a team effort involving the resource site coordinator, the student and yourself;
- the program that is developed must be satisfying to all parties involved;
- a "learning contract" must be negotiated between the three parties; and
- learning activities must be developed, using information from the site analysis, that are consistent with the goals of Career Specialization and the student's project.

It should be emphasized that the major role of the resource site coordinator is providing the information necessary to develop the program. You will be responsible for the actual development and documentation of the program.

The record keeping functions related to Career Specialization are virtually the same as those in Career Exploration. The only exception is that only one student will be participating in the activities. A sample learning contract is found in Appendix D. These contracts should be produced by the resource coordinator during the negotiation session.

Finally, these training sessions will have to be held whenever new resource site coordinators become involved in the program in either Career Exploration and Career Specialization. As you become more adept in your presentation and more aware of the specific needs of your program, these training sessions will require less of your time and you will become more effective in the role of trainer.

APPENDIX A: Site Analysis Forms

RESOURCE SITE GENERAL INFORMATION FORM

Name of Resource Site _____

Address and Telephone _____

_____

Name of Resource-Site Coordinator _____

DESCRIPTION OF RESOURCE SITE

_____

_____

_____

_____

_____

_____

_____

_____

_____

ORGANIZATIONAL STRUCTURE
(List the departments and subdivisions)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CLASSIFICATION OF OCCUPATIONAL ACTIVITIES

Listed below are eight categories of occupational activities. Please indicate those activities that best describe your business, industry, agency, or organization by placing a check mark in the appropriate box or boxes. If you have checked more than one box, rank order each occupational activity that you checked. The number of rankings will be determine by the number of boxes checked. For example, if you checked six boxes, you will have six rankings. Give a ranking of 1 to the activity which involves the greatest number of workers and the lowest ranking to the activity which involves the smallest number of workers.

Name of Resource Site _____

Service:

☐ Occupations serving and attending to the personal tastes, needs, and welfare of other persons, including guidance, social work, and domestic and portective services. _____

Business Contact:

☐ Occupations primarily concerned with the face-to-face sale of commodities, investments, real estate, and services, including demonstrator, auctioneer, and other kinds of agency where personal persuasion and the person-to-person relationship is important. _____

Organization:

☐ Occupations consisting of managerial and white collar jobs in business, industry, and government primarily concerned with the organization and efficient functioning of commercial enterprises and government activities. _____

Technology:

☐ Occupations concerned with the production, maintenance, and transportation of commodities and utilities, including engineering, crafts (including repair work) and the machine trades, as well as transportation and communications. _____

Outdoors:

☐ Agriculture, fishing, forestry, mining, and kindred occupations primarily concerned with the cultivation and preservation of crops, marine and inland water resources, mineral resources, forest products and animal husbandry. _____

Science:

☐ Occupations concerned with scientific theory and its application other than technology. _____

General Culture:

☐ Occupations involved in the presentation and transmission of the general cultural heritage, including occupations in education, journalism, law, the ministry, and linguistics. _____

Arts and Entertainment:

☐ Occupations demanding special skills in the field of entertainment, including creators and performers. _____

JOBS AVAILABLE FOR EXPLORATION

Resource Site _____

Occupational Activity Category	Jobs Available For Exploration
_____	_____
	_____
	_____
	_____
	_____
	_____
	_____
_____	_____
	_____
	_____
	_____
	_____
	_____
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_____	_____
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	_____
	_____
	_____
	_____
	_____
	_____

JOB AREA TRAINING AND RESPONSIBILITY

Resource site _____

Listed below are six levels of occupational responsibility and training. Please review this classification scheme carefully. Space is provided under each category for listing jobs *appropriate* to the category. Please refer to your completed *Jobs Available for Exploration Form* and list each job identified on this form under the appropriate training and responsibility level on this form.

LEVEL 1

Professional and managerial positions which demand independent responsibility. Here are the top managers and administrators. They make policy. When education is relevant, it is at the doctoral level or its equivalent.

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

LEVEL 2

The distinction between this level and Level 1 is primarily one of degree. Independence is necessary but with narrow or less significant responsibilities for both self and others. The work is less important and has less variety of tasks. Education is at or above the bachelor level, but below the doctorate or its equivalent.

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

LEVEL 3

Semi-professional or small business. There is low-level responsibility for others. It calls for the application of policy and the determination for self only (as in managing a small business). Education is at the Associate-in-Arts level or its equivalent.

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

LEVEL 4 Skilled occupations requiring apprenticeship or other special training or experiences.

LEVEL 5 Semi-skilled occupations. The difference between this level and Level 4 is one of degree of training and/or experience.

LEVEL 6 Unskilled occupations requiring no entry level skills or experience. In most instances, on-the-job-training is provided. Education is at or below the high school diploma or its equivalent.

JOB TASK DESCRIPTION

On this form, describe as completely as possible each task that the worker performs. In describing each task performed, consider the following:

1. What kinds of information or instruction must the worker receive to perform each task?
2. Does the worker interact with co-workers or customers in performing the task?
3. What tools, materials, or equipment does the worker use in performing each task?
4. After each task has been described, indicate whether the content of the task is either prescribed or discretionary. (Prescribed content of a task is defined as those elements of the task in which the worker has no choice in performing. Discretionary content of a task is defined as those elements of the task in which choice of how to do the task is left up to the worker doing it.) Place the letter "P" for prescribed or the letter "D" for discretionary along side of each task.

Resource Site _____

Job Title _____ Training and Responsibility Level _____

Description Of Each Task	Prescribed/ Discretionary
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

POTENTIAL LEARNING ACTIVITIES DESCRIPTION FORM

Title of Job or Occupation	Hands-On Experience	Observation
_____ Description of Task: _____ _____ _____ _____ _____ _____	Yes_____ No_____ Constraints: Remarks:	Yes_____ No_____ Constraints: Remarks:
	Other Kinds of Student Participation	
Examples of Constraints: Site Safety Site Security Labor Union Restrictions Physical Restrictions Use of Tools or Equipment Availability of Facilities	Discussion: Demonstration:	

APPENDIX B: Career Exploration Cluster Course Forms

CAREER EXPLORATION CLUSTER COURSE FORM

TITLES OF JOBS AND OCCUPATIONS THAT CLUSTER COURSE WILL FOCUS ON:	LEVELS OF TRAINING AND RESPONSIBILITY:
9.	
10.	
11.	
12.	
13.	
14.	
15.	

SPECIFIC CONTENT AREAS BY SITE

	RESOURCE SITE "A"	RESOURCE SITE "B"	RESOURCE SITE "C"
1.			
2.			
3.			
4.			
5.			

MINIMUM NUMBER OF STUDENTS: _____

MAXIMUM NUMBER OF STUDENTS: _____

APPENDIX C: Resource Site Program Forms

RESOURCE SITE PROGRAM
FORM I

1. EMPLOYER SITE:	6. DRESS CODE:
2. ADDRESS:	7. SMOKING REGULATIONS:
3. DIRECTIONS:	8. SECURITY REGULATIONS:
4. TRANSPORTATION DIRECTIONS:	9. SPECIAL RESTRICTIONS:
5. STARTING AND ENDING TIMES FOR EACH DAYS LEARNING ACTIVITIES:	10. LUNCHEON FACILITIES:

RESOURCE SITE PROGRAM
FORM II

MAXIMUM AND MINIMUM NUMBER OF STUDENTS [1]

DATES OF LEARNING ACTIVITIES [2]

ACADEMIC CREDIT TO BE RECEIVED [3]

[4]

RESOURCE SITE COORDINATOR: _____ PHONE: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

LEARNING SUPERVISOR: _____

[5]

JOBS OR OCCUPATIONS THAT STUDENTS WILL BE EXPOSED TO:

(1) _____ (5) _____

(2) _____ (6) _____

(3) _____ (7) _____

(4) _____ (8) _____

RESOURCE SITE PROGRAM
FORM III

GENERAL DESCRIPTION OF RESOURCE SITE:

1

DESCRIPTIONS OF SECTIONS, UNITS, GROUPS OR DIVISIONS:

2

RESOURCE SITE PROGRAM
FORM IV

1

DAY_____

LEARNING OBJECTIVES:

2

LEARNING ACTIVITIES:

3

APPENDIX D: Sample Learning Contract

Student: JOHN SMITH

Specialization Title: PHOTOGRAPHY

Resource Site Coordinator (Supervisor): MR. BILL WILLIAMS

Resource Site: WILLIAMS PHOTOGRAPHIC STUDIO

Address: 220 S.14TH ST. SPRINGFIELD, OHIO Phone: 675-8888

Scheduled Day and Time WEDNS. 9A.M.-4P.M. SEPT. 4 - NOV. 11, 1977

Credit to be Received: .2 SCIENCE - .1 ART

OVERALL OBJECTIVES: To acquaint Mr. Smith with the occupation of professional photographer. Mr. Smith will be engaged in activities that photographers engage in as artists, scientists and salespeople.

LEARNING ACTIVITIES:

1. Darkroom-mix chemicals, regulate bath temperatures, develop film enlarge photographs, mount photographs and maintain equipment.

   Field Activites: use different types of cameras and photographic equipment in the field and in the studio.

   Sales Activities: sell finished products to private customers and retail outlets.

LEARNING OBJECTIVES:

1. Be able to work from film to a finished product using the resources available in the darkroom.
2. Be able to use a wide variety of photographic equipment.
3. Understand the fundamentals of selling to the public.

PRODUCT (S):

A photographic portfolio of the specialization activities.

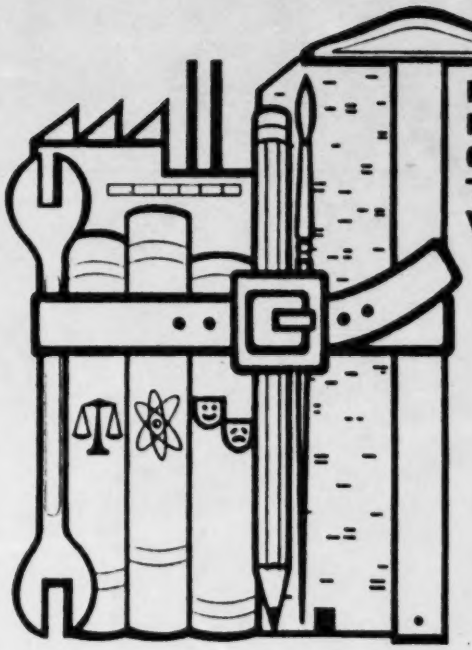
EVALUATION PROCESS: Mr. Smith will be evaluated on the quality of his portfolio and on a multiple choice examination. A subjective appraisal will be made of his aptitude for becoming a professional photographer. All evaluations will be made by Mr. Williams and shared with Mr. Smith.

Date of Contract _____

Bill Williams
Resource Site Coordinator

John Smith
Student

Frances Healy
Resource Coordinator



The Career Development Program:

Why Are You Involved?
What Will You Have To Do?

WHY ARE YOU INVOLVED?

You have been asked or told to get involved with the new *Career Development Program* for high school students at the place where you work. An executive of your organization has already decided that the program is an appropriate social responsibility project, or that it has some direct benefits for students and the community as a whole, or that it is something you and other people where you work (the Resource Site) will like to do. You have the responsibility for following through on this commitment under the direction of the person who has been named to oversee the project (the Resource Site Coordinator).

This handbook has been prepared for you so that you will understand the program. If you do not understand the program, and are not committed to it yourself, it will not succeed. This program would not be possible without your participation. The courses and projects for students in the *Career Development Program* are developed by you (and other people, like yourself, throughout the community), in cooperation with school staff. The courses are taught by you and your co-workers.

Schools have a number of reasons for wanting to involve you in this program, particularly in the development and operation of instructional programs for students. They are concerned with two basic issues which have been emphasized in a number of recent reports on how to improve high school education (e.g., by the President's Science Advisory Commission, the National Association of Secondary School Principals, and the American Vocational Association).

The first of these two issues involves the improvement of students' understanding of and preparation for the career opportunities available to them. While vocational education deals with this issue for many students, more and more students are graduating from high school and college without any real job skills. A sense of what they can or want to do is similarly missing. Experience in getting or preparing for the kind of work students think they want to do is generally unavailable.

Federal, State, and local agencies, in cooperation with national and regional business, labor, and community groups, have been developing Career Education programs to bring the working world more fully into the curriculum from pre-school through adult continuing education. These programs seek to expand student awareness of careers, to develop general and specific job skills, and to help students develop and apply their academic skills in the process of preparing for a career. Most of these programs take place in schools, taught by regular teachers, although they often call on people in the community to come in to participate in individual classes.

The *Career Development Program*, however, takes the learning process out into the working community, and involves people and facilities outside the school in the development and operation of the program. The community can offer students opportunities to see and work with people and facilities not available in the school. People in the working community are generally more qualified to talk about current trends in their work than most textbooks and teachers, and can provide students with real-life examples and settings to demonstrate important concepts and issues. The community is where work gets done, and the Career Development Program tries to get students out where the action is.

The second issue behind the schools' emphasis on getting the community involved in the instructional process has to do with improving students' understanding of and preparation for becoming independent, responsible members of the adult community. Most students have little opportunity for responsible action within the community and have become somewhat isolated from people outside the school itself. The school has to a large extent replaced the working world in the intellectual and social development of youth without really providing ways for students to learn many of the things that are expected of adults. If students are to become capable adults, they must have opportunities to learn not only the academic and vocational skills, but also the kinds of responsibility, discipline, cooperative action, and interdependence that are facts of adult life.

The *Career Development Program* seeks to bring students more in contact with the community and to provide them with opportunities to get involved in responsible action to develop their own skills and to benefit the community. The community is the classroom. It offers students a realistic perspective of the expectations and responsibilities that exist outside the school, and with which they must deal as adults.

There are additional reasons why *you* might want to get involved in this program. You may like to work with kids. You may find that the program makes your job more satisfying by allowing you to share what you've learned with someone else. You will learn more about high school students and, maybe, about the people who will be coming to work with you in a few years, or who will become

your customers or clients. You may want to help kids know more about your work because that's one way of getting people into your field who really want to be there. You may want to help kids learn what work is really like and what opportunities really exist, to talk about mistakes and to talk about real chances. This program may help cut down on the costs of training new employees by helping people know before they come to you for that first job that they really belong with you. It may also help you improve the training programs you have by seeing just how well you do with high school students and what kinds of approaches really work.

The *Career Development Program* gives you an opportunity to help make sure that the schools are going to do a better job. With your help, Education is going to work!

What Will You Have To Do?

You have been selected to participate in the student learning activities that your company, business, agency or organization has agreed to provide for student learners. By participating in the student learning activities you will have certain responsibilities to fulfill.

These responsibilities will consist of:

1. Planning in advance for the learning activities that you are responsible for.
2. Presenting to the students as best as you possibly can, the content areas that have been assigned to you.
3. Assisting in evaluating student and learning activities performance.
4. Providing information to the Resource Site Coordinator concerning the conduct and performance of the students.
5. Assisting in revising the learning activities with the Resource Site Coordinator.

Planning For The Learning Activities

Before meeting with the students at the resource site, you are urged to plan in advance the content areas for which you are responsible. This involves preparing an outline of what is to be presented, and insuring that any equipment, tools or materials are on hand and ready to be used by you and the students. After you have planned for your presentation, discussion or demonstration, review with the Resource Site Coordinator the plan that you have designed.

Presenting The Learning Activities

Each student will bring to the learning activities a different mix of experience, scholarship, interest, motivation, and aptitude. All, however, will bring a human susceptibility to be moved and stimulated. A certain amount of flexibility in your planning and presentation will allow you to meet the changing needs, and the different personalities, of each student.

The following are suggestions that you might find useful in presenting the learning activities to students:

1. The first time that you meet the students, introduce yourself!, and allow the students to introduce themselves to you. Small social interactions build a rapport which will help to create an "interest in doing" on the part of the students.
2. Where possible, let the students participate as fully as possible in the learning activities. If you are explaining a "paperwork" procedure, give the students a sample to "do" with you.
3. A group project sometimes helps to bind together the various parts of the learning activities. For example, you might have students devise a game for younger children to show how they can use your business, organization, agency or industry for their own benefit.
4. Provide a simulation of the learning activities, if the real thing is impossible.
5. Avoid lectures as much as possible; and watch your vocabulary. There is nothing wrong with big words, but if you can use a small word that means exactly the same, more students will understand you.
6. Time considerations are essential. Chances are if you rush, students will not understand any of your points. Whereas, if you take your time explaining a few points, the students will be able to obtain a fuller understanding.
7. Various methods of instruction which involve students can definitely help to make any session more relevant, interesting, and more meaningful.

Assisting In Evaluating Students

You will be asked by the Resource Site Coordinator to provide him/her with information and perceptions concerning how the program and the students you are working with are progressing. In most cases, your perceptions will be instrumental in determining whether the participation of your business, agency or organization will be continued.

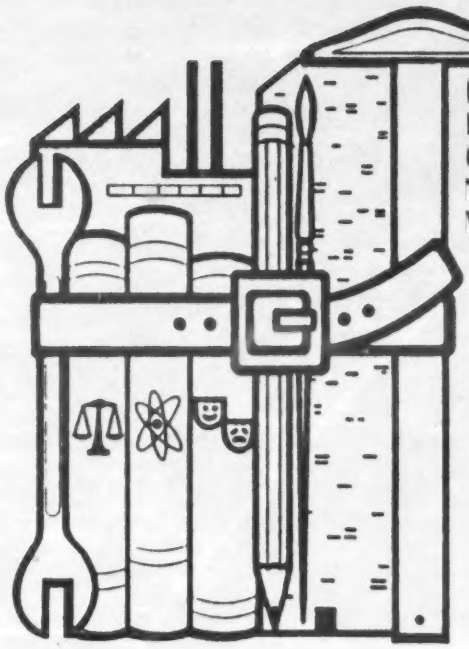
Participating In The Revision Of Learning Activities

After each segment of the student learning activities have been completed, you will be asked by the Resource Site Coordinator to participate in revising the student learning activities. Revision of the learning activities are important for several reasons:

1. It will provide resource site staff with a means to motivate student learners.
2. It will provide resource site staff with a means to introduce new materials and content.
3. It will provide students with a means to fully participate in the learning activities.

Conclusion

Through your participation in the student learning activities, the students will have gained a sense of where they are, what they will want to do with their future, and finally, what steps they must take to get there. Any questions that you would like answered should be addressed to the Resource Site Coordinator who is responsible for the program where you work.



Resource Site Record Keeping Guide

RESOURCE SITE RECORD KEEPING GUIDE

This guide has been developed to assist you, the resource site coordinator, with the record keeping procedures associated with the smooth operation of your site's instructional program. Included are a number of forms and instructions for their use. These forms are:

1. a "Student Progress Report Form." This form is used to help you and the resource coordinator you will be working with in evaluating each of the students participating at your site. It is also used to record daily attendance and incidences of student lateness. You will be responsible for making sure that the form is completed for each day that students are on site. If you need additional forms be sure to tell your resource coordinator;
2. a "Student Profile Information Form." This form will provide you and your staff with information about the students who will be participating in the instructional program at your site. You will receive a copy of this form prior to the start of the program from your resource coordinator;
3. a "Student Attitude Questionnaire" and a "Composite Response Form." You will not be required to complete these forms, but it is important that you are aware of their purpose. Students will fill out the "Student Attitude Questionnaire" as an evaluation of your instructional program. The students' responses will be summarized on the "Composite Response Form" and their assessments will provide input into the process of program revision; and
4. a "Resource Site Personnel Planning Form." This form will be used by you and your staff in operating the program. It will be used to document the location of learning activities at the site, the names of the staff who will be conducting the program with the students, alternate instructors in case of employee absence, and the materials that will be needed by each instructor to work with the students. You will be responsible for seeing that a form is filled out for each member of your instructional staff, and for insuring that you have an adequate number of forms.

If you have any questions concerning these forms consult with your coordinator. Each of the forms, and instructions for their use, follow.

STUDENT PROGRESS REPORT FORM

In order to accurately assess each student's performance in your program, we would appreciate your filling out the Student Progress Report Form attached to this guide. Your assigned resource coordinator will pick it up on the afternoon of the designated day(s) indicated below.

Guidelines For Completing The Student Progress Report Form:

1. For resource site coordinators conducting instructional programs with the following number of weeks, the report should be completed and returned to resource coordinators as follows:

   12 week programs – end of every fourth week.

   8 week programs – end of every fourth week.

   6 week programs – end of every third week.

   4 week programs – end of the fourth week.

   3 week programs – end of the second week.

   2 week programs – end of the second week.

The information should be obtained from the site personnel who are working with the individual students.

2. Next to each student's name you will find the following major headings: (1) Attendance, (2) Punctuality, (3) Objective Mastery, (4) Skills Mastery, and (5) Summary Statement. Each of the above with the exception of the Summary Statement is divided into blocks designating the day of instruction.

3. This form must be completed for each day of instruction. Be sure to include all students who are scheduled to attend the cluster course. Under "attendance" place an "A" if the student is absent, otherwise leave the space blank. Under "punctuality" place an "L" if the student is late, otherwise leave the space blank. Under "objective mastery" and "skills mastery" place a "1" if the student has achieved none of the objectives, a "2" if the student has achieved some of the objectives, and a "3" if the student has achieved all of the objectives.

4. The Summary Statement heading refers to your overall assessment of the student's performance at your site. Your comments will be used by your resource coordinator in counseling each student.

STUDENT PROGRESS REPORT FORM

Name of Employer _____

Name of Cluster _____

Name of Specialization _____

Name of Student	Attendance				Punctuality				Objective Mastery				Skills Mastery				Overall Summary Statement
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4	

STUDENT PROFILE INFORMATION FORM

Information pertaining to each student who has selected your activity has been provided for you on the attached Student Profile Information Form. This form contains the following information on each student for your planning and use:

1. Name of each student.
2. Address and telephone number.
3. Date of birth.
4. Present grade.
5. Previous Career Exploration.
6. Previous Career Specialization.
7. Career interest area.
8. Reason for taking this activity.
9. Post high school plans.

You will want to share this information with the personnel who will be involved in the instruction of the students.

STUDENT PROFILE INFORMATION FORM

Name of Student	Address & Telephone No.	Date of Birth	Present Grade	Previous Career Explorations and/or Career Specializations

STUDENT PROFILE INFORMATION FORM

Name of Student	Career Interest Areas	Reasons For Taking This Activity	Post High School Plans
		240	

STUDENT ASSESSMENT QUESTIONNAIRE AND COMPOSITE RESPONSE FORM

The Student Assessment Questionnaire has been designed for the following purposes:

a. To provide each participating resource site with relevant student feedback concerning its instructional programs in Career Exploration and/or Career Specialization.

b. To provide student input into decisions affecting revisions, modifications and/or continuance of programs.

c. To provide a means by which student learning can be determined.

Resource coordinators are responsible for administering the Student Assessment Questionnaire (SAQ) in each of their assigned cluster courses. The resource coordinator for Career Specializations is responsible for administering the SAQ to all students who were assigned to Career Specializations.

Resource coordinators are responsible for processing and disseminating student responses to the SAQ to each employer in each cluster course that they are responsible for. The Coordinator for Career Specializations is responsible for processing and disseminating student responses to the SAQ for each Career Specialization course.

STUDENT ASSESSMENT QUESTIONNAIRE

Your Name _____

Name of Resource Site _____

Resource Coordinator's Name _____

Date Completed _____

As a result of your experience at this site, the site coordinator, his/her staff, and your resource-coordinator are interested in obtaining your assessment of the learning activities that were provided for you.

Please answer briefly the following questions with complete sentences. After you have completed the questions, your resource coordinator will collect them.

1. a. Describe as best as you can how this program was organized.

_____

_____

_____

_____

_____

b. Did you get to do things as well as listen? If not, how, in your opinion, might more activities have been worked into this program?

_____

_____

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_____

_____

2. a. Describe as best as you can the major job areas that you learned about.

_____

_____

_____

_____

b. Did any of these job areas really interest you? How would you have to prepare yourself for that job?

_____

_____

_____

_____

3. Did you feel that the staff who presented the program were aware of your needs and interests?

_____

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_____

4. What suggestions do you have for making this a better program?

_____

_____

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_____

_____

_____

COMPOSITE RESPONSE FORM
STUDENT ASSESSMENT QUESTIONNAIRE (SAQ)

Name of Resource Site: _____

Number of Students Completing the SAQ: _____

Date Completed: _____

Name of Resource Coordinator: _____

1. Student descriptions of how this program was organized.

_____

_____

_____

_____

_____

_____

2. Student descriptions of how more activities could have been worked into this program.

_____

_____

_____

_____

_____

_____

_____

3. Student descriptions of major job areas that they learned about.

4. Student description of job areas that interested them.

5. Student descriptions of employer staff who were aware of their interests and needs.

6. Student suggestions for improving this program.

THE RESOURCE SITE PERSONNEL PLANNING FORM

This form will be used to document the names of the personnel who will be involved in providing the instructional program to the students. The location of the activities will be noted as will the materials and supplies needed by the instructional staff. An alternate instructor should be listed on this form in the event that the regularly scheduled instructor is unable to meet with students. You will be responsible for completing one of these forms for each number of the instructional staff at your site.

RESOURCE SITE PERSONNEL PLANNING FORM

Instructor _____

Job Title _____

Dates Involved in Instruction _____

_____

Alternate Instructor _____

_____

Where on-site will these activities take place?

_____

_____

_____

_____

_____

What sorts of materials, equipment or supplies will be necessary to conduct these activities? (safety equipment, tools, audio-visual equipment, manuals etc.)

_____

_____

_____

_____

_____

Name of Resource Site _____

Name of Resource Site Coordinator _____